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THIRTY-THIRD ANNUAL MEETING

Boston, Massachusetts, February 22-23, 1947

The Thirty-third Annual Meeting of the American Association of University Professors was held in Boston, Massachusetts, February 22-23, 1947. Since this was the first regular Annual Meeting since 1941, it was of more than usual significance.¹ The meeting was preceded and followed by sessions of the Council on February 21 and 24. A large part of the program of the meeting and of the agenda of the Council sessions was concerned with pressing educational and cultural issues and problems, many of which have arisen as a result of the war, and with ways and means of dealing with these issues and problems. Featured on the program were reports and addresses by representatives of governmental agencies whose work is concerned with educational and cultural affairs—The Department of State, the United States Office of Education, and the President's Commission on Higher Education. Some of the reports and addresses of these representatives and other materials presented at the meeting appear in this issue of the *Bulletin*. Others will appear in future issues.

The meeting and the sessions of the Council were held in the Copley Plaza Hotel. Despite a heavy snowfall, which made travel by automobile and airplane impossible and greatly impeded railroad transportation, the attendance at the meeting was the largest in the history of the Association. Approximately two hundred members and guests from 92 institutions were in attendance. Dr. Edward C. Kirkland, Professor of History, Bowdoin College, President of the Association, was the presiding officer.

An efficient committee on local arrangements contributed greatly to the success of the meeting. The fine work of this committee brought forth a resolution of thanks and appreciation adopted by unanimous vote at the close of the meeting. The members of this committee were: Don B. Leiffer (Government), Boston Univer-

¹ During the war years the Council of the Association functioned also as the Annual Meeting, as provided in Sections 1 and 3 of Article X of the Association's Constitution.

sity, Chairman; Karl W. Deutsch (English), Massachusetts Institute of Technology; William C. Greene (Classics), Harvard University; Lewis L. Manly (Economics), Tufts College; Camillo P. Merlino (Romance Languages), Boston University; Charles Pearson (Music), New England Conservatory of Music; Dorothy M. Robathan (Latin), Wellesley College.

PROGRAM

Saturday, February 22, 1947

9:00-10:00 A.M.—Registration of members and guests.

10:15 A.M.—FIRST SESSION

Address of Welcome, Leonard Carmichael, President, Tufts College.

Appointment of Committee on Resolutions.

"The Work of the President's Commission on Higher Education,"

George F. Zook, President, American Council on Education, Chairman of the Commission.

Questions and discussion.

2:15 P.M.—SECOND SESSION

"The American Program of International Cultural Relations," Francis J. Colligan, Acting Chief, Division of International Exchange of Persons, Office of International Information and Cultural Affairs, Department of State.

"UNESCO: Its Background and Its Rôle in Building for Peace."

Esther C. Brunauer, UNESCO Relations Staff, Department of State; United States Representative to the Preparatory Commission of UNESCO.

Charles A. Thomson, Adviser, Office of International Information and Cultural Affairs, Department of State; Executive Secretary, The United States National Commission for UNESCO.

Questions and discussion.

7:00 P.M.—ANNUAL DINNER

Toastmaster: W. T. Laprade, Professor of History, Duke University.

"Greetings from England," C. B. Fawcett, Professor of Geography, University College in London.

Address, "The Association of American Colleges and the American Association of University Professors," Guy E. Snively, Executive Director, Association of American Colleges.

Address, "Universities and the World Order," Quincy Wright, Professor of International Law, University of Chicago.

Sunday, February 23, 1947

9:30 A.M.—THIRD SESSION

"The Rôle of the Division of Higher Education of the United States Office of Education," John Dale Russell, Director of the Division.
Questions and discussion.

Report of Committee A on Academic Freedom and Tenure, George Pope Shannon, Professor of English, University of Alabama, Chairman of the Committee.

Consideration of recommendations of Committee A and the Council concerning Censured Administrations.

2:15 P.M.—FOURTH SESSION

"The State of the Association," Ralph E. Himstead, General Secretary.

Questions and discussion.

Forum: The Economic Status of the Profession.

Sumner H. Slichter (Economics), Harvard University.

William A. Neiswanger (Economics), University of Illinois.

Warren Taylor (English), Oberlin College.

L. G. Moffatt (Romance Languages), University of Virginia.

Vernon A. Mund (Economics), University of Washington.

Questions and discussion.

Report of results in the Annual Election.

Report of Committee on Resolutions.

Business Transacted

Censured Administrations

The General Secretary of the Association presented recommendations of Committee A on Academic Freedom and Tenure and of the Council of the Association that the Association's censure of the administrations of the University of Pittsburgh, St. Louis University, and the University of Tennessee be removed. In reporting these recommendations, the General Secretary presented pertinent data concerning conditions of academic freedom and tenure and faculty-administration relationships at these three institutions. Following a discussion of the data upon which these recommendations were based, the Annual Meeting *voted* to remove the censure of the administrations of these three institutions.

The Annual Election

The report of the tellers in the Annual Election of the Association for 1946, which had been conducted by mail ballot in accordance

with the procedure set forth in Article X of the Constitution of the Association, was presented by the General Secretary. The following were elected to membership on the Council of the Association for the three-year term, 1947-1949: Clarence A. Berdahl (Political Science), University of Illinois; Earl Cranston (Religion and History), Dartmouth College; James Holladay (Banking and Finance), University of Alabama; O. B. Jesness (Agricultural Economics), University of Minnesota; Theodore Koppányi (Pharmacology), Georgetown University; Arthur W. Martin, Jr. (Physiology), University of Washington; Fred B. Millett (English Literature), Wesleyan University; W. Albert Noyes, Jr. (Chemistry), University of Rochester; George E. Potter (Zoology), Agricultural and Mechanical College of Texas; and Lloyd W. Taylor (Physics), Oberlin College.

Resolutions

The resolutions that follow were formulated and presented by the Committee on Resolutions and adopted by the Annual Meeting.

Resolved: That Committee T on the Place and Function of Faculties in College and University Government should study and report not later than the next Annual Meeting of the Association:

- (1) the progress of academic democracy in the government of American institutions of higher learning, and
- (2) the advisability of promoting closer cooperation between faculties and governing boards, either by the establishment of committees of consultation or by direct representation of faculties on governing boards.

Resolved: That Federal aid to education, either in the form of scholarships or of subsidies for research, should, if established, be placed under civilian control and should be granted not only in scientific and technical subjects but also in the social sciences and the humanities.

Resolved: That inasmuch as education is imperiled at all levels by rising costs and inadequate salaries at a time when the duties and burdens imposed demand the best efforts of which our civilization is capable:

- (1) that the Secretariat of the Association and the Association's Committee on the Economic Status of the Profession be requested to continue their work of investigation and

cooperation with the several organizations now engaged in the study of the problems and to publish their findings and recommendations as soon as possible; and

- (2) that each Chapter of the Association be urged to make a study of the local and regional situation with regard to salaries and available resources for submission through appropriate channels to their own administrations.

The members of the Committee on Resolutions were: Eugene P. Chase (Political Science), Lafayette College, Chairman; Ralph F. Fuchs (Law), Indiana University; Arthur C. Hicks (English), Western Washington College of Education; Albert H. Imlah (History), Tufts College; and William Jaffé (Economics), Northwestern University.

THE PRESIDENT'S COMMISSION ON HIGHER EDUCATION¹

By GEORGE F. ZOOK

American Council on Education

Under date of May 17, 1946, John W. Snyder, then Director of the Office of War Mobilization and Reconversion, submitted a report to President Truman entitled "The Veteran and Higher Education." In that report Mr. Snyder described the rapidly expanding enrollment at American universities and colleges already under way and caused largely by the financial assistance offered by the federal government to veterans of World War II. He estimated that in the fall of 1946 "more than 2,000,000 young Americans will apply for enrollment in the nation's colleges and universities—the greatest number ever to seek higher education in this or any other country," and that of these nearly one million would be veterans. After drawing a picture of the housing, building, equipment, faculty and teaching materials needed to accommodate this flood of veterans, as well as those normally seeking admission to college upon graduation from the secondary schools, Mr. Snyder concluded his report as follows:

What we require is a searching examination of the function of all education above the high-school level, and of the means by which higher education can be made to contribute most effectively to the economic and political welfare of the country.

To this end, I propose the early appointment by you of a National Commission on Higher Education to work on these long-run problems and to report to you in time for consideration by the Administration and the next Congress.

No matter is more important to a democratic government than the adequate education of its youth.

President Truman responded to this challenge and on July 13,

¹ Address presented at the Thirty-third Annual Meeting of the American Association of University Professors, February 22, 1947, Boston, Massachusetts.

1946, in his letter appointing the Commission, said in part, "It seems particularly important that we should now re-examine our system of higher education in terms of its objectives, methods, and facilities; and in the light of the social rôle it has to play." He specifically requested the Commission, among other matters, to concern itself with "ways and means of expanding educational opportunities for all able young people; the adequacy of curricula, particularly in the fields of international affairs and social understanding; the desirability of establishing a series of intermediate technical institutes; and the financial structure of higher education with particular reference to the requirements for the expansion of physical facilities."

The Commission consists of twenty-nine members, of which I am the Chairman. Now that I have mentioned this fact, let me say that anything I say in this paper will not necessarily be found in the reports of the Commission. They are my own personal observations, which may or may not be shared by other members of the Commission. Its Executive Secretary is Dr. Francis J. Brown, known to all of you for his work with the American Council on Education. The Commission and its staff enjoy the active cooperation of Dr. John Steelman, himself once a college professor and now Assistant to President Truman. Dr. J. Donald Kingsley, who was largely responsible for the report to the President on "The Veteran and Higher Education," has been invaluable in setting up cooperation between the Commission and various governmental agencies naturally concerned with the work of the Commission.

II

And now may I endeavor to place the President's Commission on Higher Education in its setting. There have been commissions and commissions in Washington—Congressional, Presidential, and those set up by voluntary organizations. Among them were two previous Presidential commissions on education, of both of which I was a member.

In 1929 the so-called National Advisory Committee on Education was appointed by President Hoover, with Dr. Henry Suz-

zalo as Director. That Committee worked for two years, from 1929 to 1931, under a grant of \$100,000 which was made by the Rosenwald Fund. As a result of the study two volumes were published: one a statement of policy with respect to the relations of the federal government to the whole of education; and, the other a kind of source book that might be useful to all students of that problem.

The report of the National Advisory Committee on Education emphasized state control of education in a very marked way. It called attention to the need for avoiding federal control of education, but at the same time the majority of the Committee reported in favor of setting up a United States Department of Education.

In 1936 President Roosevelt appointed an Advisory Committee on Education which made its report in 1938. This Committee was entirely supported by funds from the federal government, to the extent of approximately \$300,000. Its reports included a summary of conclusions and findings of the Committee and nineteen supplementary volumes which were reports of staff members of the Committee. One of these staff reports concerned itself with land-grant colleges and was the only one of the reports made by members of the staff dealing with any phase of higher education.

During this period there were also two national studies that were undertaken by the United States Bureau of Education, now the United States Office of Education: a national study of the field of secondary education in 1933, which resulted in the publication of twenty-seven very useful volumes, and a study relevant to the financial support of education. Owing to the depression, the Congress cut off the appropriation before the latter study was well under way, but it was completed by the American Council on Education with a grant of \$25,000 from the General Education Board.

Approximately two years ago an Advisory Committee was authorized by the House of Representatives and appointed by the House Committee on Education to consider the effects of certain war activities upon colleges and universities. Dr. C. H. Marvin, President of George Washington University, was the Chairman of that Committee, and Dr. Brown, of the American Council on Education, served as its Secretary. Its report on the various aspects

of the war situation as they affected higher education at that time was very useful.

I mention the work of this committee in particular because it is the only one that has concerned itself exclusively with the field of higher education. Most of the national commissions and federal reports have had to do with the whole area of education, and their authors have been tempted, properly it seems to me, to devote themselves very largely to the fields of elementary and secondary education. But as a result there has been no comprehensive study of the long-range problems of higher education.

It seems appropriate, therefore, that the federal government, through the appointment of such a group as the present Commission, should give definite and extended consideration to the problems of higher education. This is especially true since the contacts of the colleges and universities with the federal government have been much more numerous and far-reaching than those of either elementary or secondary education.

The present Commission has had two meetings: the first in the latter part of July and the second in early December, 1946. A third is set for March 20 and 21 of this year. I do not need to tell you that it was not easy to know exactly where to begin a review of the entire situation in higher education, complicated as it is with specific problems on a hundred fronts. What kind of limited pattern of studies could it identify which would enable it, in a measure, to cover the whole scene of at least the major problems? Here it must be remembered that the Commission has a limited time and limited funds to complete its work. It is financed out of the President's contingency or emergency funds. These are appropriated from one fiscal year to another. With the change in the political complexion of Congress, it is by no means certain that the President will have any emergency funds which may be devoted to this purpose, or any other. Hence I regret to say that the present study may have to be completed within the present fiscal year, ending July 1 next. None of the members of the Commission, including myself, needs further responsibilities in order to occupy his mind, but I cannot help expressing keen regret that, once having put our hands to the plow, we may not be able to complete our assignment in a manner more satisfactory to ourselves and I would hope to the

higher education fraternity as a whole and, indeed, to the entire country.

Yet what the Commission now has under way will make, I am convinced, a distinct contribution to the solution of our major problems over the long future. Through a process of democratic discussion it selected five major problems. It induced several divisions of the government, including the United States Office of Education, to undertake certain basic fact-finding investigations, which will doubtless produce material of much use to the deliberations of the Commission and which will be worthy of publication and distribution.

The Commission itself will attempt to produce concise and readable policy statements in each of the fields so far selected. To assist it in the preparation of these statements, it has the service of five consultants who are working with subcommittees of the Commission: Drs. Newton D. Edwards (Professor of Education, University of Chicago), Ordway Tead (Chairman, Board of Higher Education of New York City), Fred J. Kelly (former Chief of the Division of Higher Education, United States Office of Education), James E. Allen, Jr. (Director, Bureau of School Services, School of Education, Syracuse University), and Lawrence D. Haskew (Professor of Education, Emory University), most of whom are known to you. The first of these statements will be considered at the forthcoming meeting of the Commission in March.

I ought to say parenthetically that the Commission has presented this initial program to the various organizations interested in the field of higher education and has invited the criticism and suggestions of the representatives of these organizations in writing and also at an open meeting held last December. I am happy to say that among the most useful suggestions were those received from the representatives of the American Association of University Professors.

III

The first of the five inquiries to be undertaken by the Commission is basic to all the other activities in which the Commission is engaged and extremely important, we believe, for the American

people as a whole to appreciate. As stated by the Commission itself, "This study will deal with fundamental educational objectives and programs in relation to our social structure; it will include a summary of the best work now being done in this field, will appraise national needs, and will suggest what, in its judgment, must be done to develop social understanding in terms both of our democratic life and in the field of international relations."

I must confess that with all that has been said and written about the objectives of higher education in a free society, I find it extremely difficult to put in a few short concise statements the developing concepts of education for the successful practice of democracy during the past century and a half. Although we are on the threshold of what I verily believe to be a new era in the life of America and the world, I find it almost impossible to tear aside the veil that hides the future and prophesy what must be expected of higher education to secure for ourselves and our posterity the fullest fruits of the years which spread out before us.

Of this one thing I am sure: that our conception of democracy which we have been slowly developing through the years—namely, the recognition of the right of each individual man or woman, white or colored, poor as well as rich, to the fullest development of the talents and interests with which he is endowed—will no longer be satisfied with the suppression of talent, for any reason whatsoever, provided only that it does not interfere with similar rights which all other citizens enjoy. What we strive for is that release of latent ability which brings the deepest satisfactions of life. Newton Edwards, Consultant for our Commission on this study, has phrased much of what I am attempting to say in the following challenging language: "The American people have achieved a conception of democracy which at best combines the highest idealism of the Graeco-Roman World, the Hebraic-Christian ethics, and the experience of men as they have struggled to subdue a raw continent to their needs.... No one who senses the spirit of America today can fail to see that we are undergoing a social revolution in the sense that we are attempting to give a greater vitality to the moral commitments that lie at the base of the American way of life.... A great civilization is one that respects human sensitivities, that gives importance to proper etiquette and the ameni-

ties of life, that stresses grace of style, refinement of taste, and beauty of form and expression." All this, American higher education must dedicate itself to and fight for.

Yet, as we have been told many times before, we gain and increase our freedoms in association with others. Robinson Crusoe had little freedom. He was subject to every cruel turn of nature. Freedom for self-expression can be had by an individual only as he has access to the fruits of the labor and the contributions of others.

It is so in the physical world. There can be no "freedom from want" except as we cooperate with one another in subjugating nature and, through our knowledge of her secrets, making available for our expanding physical needs and desires the indeterminable resources of the physical world. So it is, too, with respect to their distribution to meet the needs and desires of men and women in a free society, except that here it is not so largely a matter of technological development as of the processes of production. Judgment, justice and fair play are elements influencing what each contributor to the aggregate of goods in the nation and even in the world should have and what part of it may very well be available to the upbringing of our children and the increasing proportion of people who grow old.

But people are even more interested in what they can do with their surplus income and their leisure time. "Tell me what you do in your leisure time and I will tell you what you are" is a wise old observation. Increasingly we free ourselves from the things we must do to make a living and thus increasingly we have the opportunity to live a life. Here, too, we gain our greatest opportunity, not in ivory towers, but in association with one another, for it is not merely the freedom of any one individual which we seek to protect and enhance but the freedom of all. It is that all men should be lifted up to the heights of their possibilities and aspirations.

This is the task of education—of higher education. It must be, in my opinion, the objective of higher education in our evolving democracy. It must be an objective deeply rooted in the philosophy of each individual member of a college faculty as he stands before his students. It must be so well illustrated in his life and

conduct that it gains popular acceptance and so leaves the colleges and universities free to do what they alone can do to support and develop a free society.

IV

The second study in which the Commission will engage I shall merely mention, not because I do not think it is important but rather because I feel that before I have finished you will have all too much reason to speak disparagingly of my terminal facilities. The statement of the problem is itself an indication of its tremendous importance, and I assure you that in the end the Commission will not accord this problem the cavalier treatment I am guilty of this morning. Concisely stated it is "the best means of providing [higher] educational opportunities to all able young people without regard to economic status, race, religion or color."

The third enterprise in which the Commission will engage is a study of the organization and expansion of higher education necessary to the individual and social demands of the new era upon which we are entering. We have already considered the plain necessity of developing national objectives in higher education. But, as any political scientist will tell you, objectives and purposes in social life are idle platitudes unless they are implemented. Hence the necessity of machinery to make higher education go. As yet our conception of how higher education should be organized is imperfect. Yet even at this stage we can see certain emerging trends.

We know, for example, that higher education must be organized at the state level. We can no longer tolerate individual boards of a dozen state institutions in the same state going hat in hand to their respective state legislatures without reference to one another's needs. In each state, from Nevada and Wyoming with their single state universities on the one hand, to Texas or Georgia with their multiplicity of state institutions, there needs to be a co-ordinated state program which makes higher education available to the largest possible number of qualified people in terms of the social needs of the state. Unnecessary and undesirable duplication of effort is wasteful of public funds and injurious to educational standards. The public has long ago sensed this situation

and, in the face of uncooperative college presidents and even college faculties, has insisted that some order be brought out of chaos. As a result we have for example an inevitable trend toward bringing separate land-grant colleges and state universities under the same general administration, toward uniting state teachers colleges and normal schools under the same board, and even in some instances toward setting up effective relationships with state departments of education.

Added now to the former confusion is the present widespread establishment of junior colleges. Junior colleges and technical institutes are necessary to the new economy and to the further democratization of higher education. Yet, as most educators believe, they should be established in close cooperation with local high-school systems. On the other hand, they duplicate much of the program of the first two years of undergraduate education and they must, therefore, be integrated into the state's system of higher education. Just how to do it is still an unsolved problem. Indeed, each state will have to go about it in its own way, but here again the trend toward unified administration in a coordinated state program of higher education is both necessary and inescapable.

I do not mean to imply, of course, that a state's programming of higher education applies only to the publicly controlled institutions. It applies also to privately controlled institutions. In the first place, each state will inevitably set up and support its own facilities for higher education in terms of the facilities that exist in privately controlled institutions. Thus Massachusetts has never set up a general engineering school because already it has several engineering schools in privately controlled institutions. The same is true for medicine in Connecticut and Pennsylvania.

In all the states, privately controlled institutions enjoy and properly insist upon maintaining that great freedom from state interference which was guaranteed in the Dartmouth College decision more than a century ago. Yet the states are the organized means through which the people speak, and democracy has a place in guiding the affairs of higher education as it has in all other aspects of life. Hence, a state which is precluded from regulating an institution directly will inevitably and properly set the stand-

ards for the graduates of the institution who wish to teach in the schools or practice the professions, for example, of law, medicine, pharmacy, dentistry, nursing or engineering. Thus what it cannot do in the way of governing directly it may accomplish even more effectively indirectly. We may expect these regulations to become stronger and more far-reaching in the public interest as the years go by.

But higher education operates also at the federal level and increasingly to satisfy the requirements of the federal government. Indeed, in the case particularly of the privately controlled institutions, relationships with the federal government seem more numerous and more necessary than with the state governments. In my opinion these relationships will not diminish. On the contrary they will increase and grow constantly more varied in character.

Yet it would be an inconceivable stretch of the imagination to assert that higher education at the federal level is organized. It is about as chaotic as it could be. Naturally the Army and the Navy administer their respective military academies. The Department of Agriculture administers the program of extension education in agriculture and home economics. The State Department handles the government's program of foreign scholarships. The Veterans Administration is responsible for the vast program of veterans' education in the colleges. The Navy Department has its own R.O.T.C. in institutions of higher education, to be followed we may be sure by a bigger and equally effective one for the War Department. Surplus property and temporary housing on college campuses are handled by yet other federal agencies. And the United States Office of Education is left to administer federal appropriations to land-grant colleges and to compile the statistics of higher education.

Now I am not one of those who believes that by a single sweeping executive order all of these federal functions in higher education should be transferred to one central educational agency, let us say the United States Office of Education. The mere enumeration of these functions must convince anyone that, as in the case of the military academies and the R.O.T.C., their conduct at the federal level is an integral part of a total program from which it cannot

conceivably be separated. Another example is the education of the Indians, which is a necessary part of the whole program of Indian Affairs, and which, to be effective, must be administered as a unit.

This is not to say that something substantial could not be done toward unifying the program of higher education at the federal level in an enlarged educational headquarters. But more important, it seems to me, is an enlarged program of educational research in the United States Office of Education on the basis of which a Federal Council of Education, composed of representatives from the various divisions of government concerned with education, might be established by Executive order. The purpose of such a Council would be to consider the functions of the federal government in education, including higher education, to acquaint its members with what is being done in education by the federal government, to work out more effective cooperative relationships among its own members and with the institutions of higher education. Such a Federal Council has been advocated repeatedly in the reports of previous Presidential Commissions and in the recent report of the Educational Policies Commission of the National Education Association and the Problems and Policies Committee of the American Council on Education, entitled *Federal-State Relations in Education*.

And now may I say that while higher education is not at all organized on the federal level, and only very imperfectly on the state level, it has made substantial progress in organizing itself on a purely voluntary basis. After all, is it not the genius of American education to resist organization by either the state or federal governments for fear of the unwise controls which may accompany such organization? Presumably the institutions of higher education are composed of highly intelligent persons who are sensitive to public needs and who could therefore even accept public funds and dispense them more wisely than could be expected if they were dispensed through the normal political channels of either the state or the federal governments. I am sure that there has long been public recognition of this unique position of the higher institutions and equally certain that the public will be glad to concede a large measure of self-government to them so long as it is exercised intelligently.

But educational wisdom cannot possibly reside in any one institution. Realizing their own deficiencies and the need for an exchange of experience and thought, college and university executives have formed such organizations as the Association of American Universities, the Association of American Colleges, the Association of Land-Grant Colleges and Universities, and the American Association of Teachers Colleges. The members of faculties have formed subject-matter organizations ad infinitum and, last but not least, the American Association of University Professors. These organizations, through the processes of study and discussion, formulate in a thoroughly democratic manner the basic policies and practices of American higher education. I am happy that the American Council on Education can share in this effort and help to bring about mutual understanding between and among these organizations. These organizations do not, therefore, administer higher education in this country, but, by a thoroughly democratic process, they formulate the policies for it and they have been known by the processes of group pressure so necessary in our form of government to write the laws and to outline the procedures under which higher education is administered at both the state and federal level. If, therefore, occasionally you are inclined to criticize the weaknesses of these organizations and to grow weary attending meetings at which educational policies and procedures are being discussed, please keep in mind that you are only illustrating one of the difficulties of democracy. The voluntary educational organizations provide the opportunity to secure intelligent democratic action. If this democratic process fails at any point, we have only ourselves to blame, and that goes even for the implementation of the findings of the President's Commission on Higher Education—a federal educational body which carries no more authority than the quality of its findings demands and whose work, if it is to be effective, must be implemented by higher education as organized in our voluntary educational associations.

V

The fourth study has to do with the financing of higher education, both with respect to plant and personnel. I do not need to tell you that the flood of G.I. students with a generous contri-

bution from the federal government for living expenses and up to \$500 for an academic year for tuition has certainly raised more financial problems for the higher institutions than they have solved. After a year or more of these enlarged enrollments, we now realize far better than before that the federal government is not paying more than two-thirds of the bill. The remainder is being paid to some extent out of increased appropriations to the state institutions but mostly so far in both public and private institutions by the sacrifices of the professors.

To substantiate this statement, may I call your attention to the fact that since 1939-40 faculty salaries have increased only about 20% while living costs have mounted to more than twice this increase.

Let me call your attention to a few facts, mostly with respect to the privately controlled institutions, which you may find treated at length in the recent book of T. L. Hungate entitled *Financing the Future of Higher Education*. Privately controlled institutions continue to enroll nearly one-half of the total student body, but philanthropic contributions to higher education as a whole paid only 5.13% of the bill in 1941-42 as against 11.18% of the total in 1929-30. The per capita support from philanthropy in all types of higher institutions dropped from \$158 in 1919-20 to \$74 in 1939-40. In studies which Mr. J. Harvey Cain has made for the American Council on Education, he shows that the rate of endowment earnings in forty-five of the more important institutions of the country dropped from 5.14% in 1926 to 4.27% in 1943. This is a decrease of 17%, not to mention how much less each dollar of decreased income bought in goods and services. But more disturbing still is the uneven distribution of philanthropic contributions to the various types of higher institutions. In 1919-20 the universities received 51.2% of the philanthropic contributions to higher institutions, but by 1939-40 they received 67% of them. Conversely, the liberal arts colleges, which received 34.7% of these contributions in 1919-20, could secure only 25% of them in 1939-40. And all of this in spite of the fact that the large universities in 1938, for example, enrolled only 10% of the total student body of the country as against 14% eighteen years earlier. Verily, "to him that hath, shall be given."

The net result of all this is that income from endowments and benefactions is paying less of the bill of higher education and the students are paying more and more of it, in both publicly and privately controlled institutions.

Where is this all going to end? Philanthropy and existing endowments are falling down. The states have limited and very different abilities to support higher education, or indeed in many cases to support even a decent program in elementary and secondary education. Hence at a meeting of representatives of more than fifty educational organizations belonging to the American Council on Education, held in Washington in January of this year, these representatives on the basis of inescapable evidence which has been compiled in recent years, voted 69 to 2 that federal aid to education was necessary and desirable.

Yet in higher education we have some very substantial differences from the situation in elementary and secondary education. A large proportion of the higher institutions, enrolling nearly one-half of the total student body of the country, are privately controlled; only about 10% of the students in elementary and secondary schools are in privately controlled schools. The constituency of the privately controlled institutions of higher learning is often much wider than the states in which they happen to be located. Indeed the relations of the privately controlled institutions to the states are often quite tenuous. They pride themselves on their independence of both state and federal governments.

But those who are becoming poor quite often lose their independence and their freedom. As a result, the presidents of both publicly controlled and privately controlled higher institutions out of the necessities of the present situation increase the congestion in Washington with hat in hand seeking a handout from Uncle Sam in the shape of surplus property and temporary housing. Even earlier they had become accustomed to student aid from the N.Y.A., the federal student loan fund, and the assignment of Army and Navy trainees to the colleges. Now comes the grand climax of the G.I. college program. We are all pleased beyond mention with the greatly increased enrollment and the serious purpose which is almost uniformly exhibited. It gives us increased faith that through higher education we are going to come through

these fateful years both at home and in relation to our neighbors on this shrinking globe, but there is nothing in the present picture, or in the trends of the past twenty-five years, which indicates that either private philanthropy will or that the resources of most of the states can pay the bill. The money will have to come as it is increasingly coming out of the pockets of the students (or rather their parents), or from the federal government, which since the adoption of the 16th Amendment has a greatly expanded power to tax, or out of the "hides" of the professors.

We do not want it to come from the "hides" of the professors, not merely because continuance of such financial sacrifice is unfair, but more importantly because it will inevitably lower the quality of higher education to a point where it will be absolutely impossible to realize the objectives which we must secure from higher education for ourselves and our posterity. Neither can we expect to go on "soaking" the student without laying ourselves open to the charge that higher education is still largely reserved for the well-born and the well-to-do.

I do not see, therefore, how we can fail to draw the conclusion that federal aid for higher education is as necessary in the majority of states in the Union as it is to elementary and secondary education and that without it we are condemning ourselves increasingly to a second-rate type of college and university instruction.

But, as I stated earlier, the great majority of the colleges and universities are privately controlled institutions. They do not want federal money if it means federal control. Neither is it at all clear that the Congress would be willing to appropriate money directly to these institutions either for plant or instruction. The states have all but given up the practice of supporting privately controlled institutions, and the Congress has so far been unwilling to pass a federal aid bill in which private schools would share. Congress is not likely to set an example of direct appropriation to privately controlled higher institutions even though last year two-thirds of the Congress set aside scruples and voted in favor of federal aid for permanent construction.

There seems to be only one conclusion we can draw from this situation, namely, that after Congress has appropriated the money

to complete the education of the veterans, which includes care of their wives and children, and after the present economy drive has subsided, it will consider favorably what both the privately and publicly controlled institutions seem to agree that each should have, *i.e.*, the pattern of assistance to individuals who wish to attend college, foreshadowed in the N.Y.A., the G.I. Bill, and the Navy R.O.T.C. program. Although a national system of scholarships is clearly indirect aid to privately controlled as well as publicly controlled institutions, it is probably freest from federal control, provided only that it is not confined to Navy R.O.T.C., Army R.O.T.C., or even to students of science in the proposed legislation to establish a Science Foundation. A federal scholarship system must identify and support students in all areas of knowledge in all types of institutions. Anything less than this will exemplify federal control at its worst, and prove a snare and a delusion in solving the pressing problem of adequate financial support for higher education.

VI

And now for the last but, I am convinced, the most important problem in the Commission's study, namely, "the preparation, recruitment, and status of faculty personnel." With students jamming the classrooms as never before, with faculty salaries small in relation to the rising cost of living, and with the whole world in a confusion regarding values, what have we to look forward to in this age upon which we are entering so uncertainly? To whom do the country and the world have a right to look for guidance?

Last October Professor Whitney J. Oates of Princeton University gave the members of the Association of American Universities a glimpse of Princeton's experience. He cited the history of a Princeton undergraduate sampling, representing a fair cross-section of Princeton graduates for a fifty-year period and numbering about 2000 individuals. "Of the total," said he, "only twelve entered the academic profession and only twenty-five the ministry, whereas literally hundreds elected careers in business and the law." In another place Professor Oates states that an analysis of the graduates of Princeton from the years 1930 to 1939 who majored

in the Department of Economics reveals the fact that of the 85 men who were awarded highest honors or high honors only five continued through to the Ph.D. degree. Obviously, I do not cite Princeton as a horrible example. I merely wish to agree with President Conant when he said recently that "the humanist," and I think he might have made the same remark about college faculties in general, "stands at the beginning of an exciting and expanding era provided only that he can recruit reinforcements of high caliber in sufficient number and arm them with the proper weapons."

What then are we to do to recruit and prepare college faculties for the tremendous task which lies before them, not only in dealing with the problems of our national life but, now more clearly realized than ever before, the problems of living together on the same planet?

I cannot, of course, in the brief remaining time at my disposal draw a complete chart of what faculty members must be and do but I have several convictions, some of which may not get themselves into the Commission's report. I shall cite them in order.

1. I believe that members of the faculties of our universities and colleges must go through the democratic process of coming to an agreement on the major objectives of higher education in our society and in our world—I hope that the Commission's first report may contribute powerfully to that end—and be willing to make these objectives a dominant, vivid part of their teaching. I mean to say that the search for truth which has so permeated modern universities and which is an indispensable element in intellectual progress has often led professors into their respective by-ways of truth and dulled their sensibilities to the necessity for developing common agreement and action. One learned gentleman—a professor in a theological seminary, believe it or not—to whom I listened day before yesterday declared in a counsel of despair, "The universities have done little in creative thought to bring about unity in the contemporary world; will the universities, after all, fight for freedom?" Well, that is not an entirely new thought nor a unique condition peculiar to any one period in the world's history. Adam Smith said the same thing about the British universities and he was not altogether wrong.

I do not wish you to jump to the conclusion that I believe that either of these two gentlemen is completely right, but to whatever extent they are right, to that extent we need to be concerned with what is going on in our universities. In other words, we need to turn out graduates of our institutions of higher education who are inspired by high purpose as well as armed with the facts in the case.

2. I believe that college teachers need to know a good deal more than most of them know about the psychological and even physical make-up of the young creatures who sit at their feet. A college teacher has something to teach. But, if he is to be effective in his high calling, he has to fulfill his function in terms not only of the student's achievement to date but also in terms of what kind of person the student is. About two years ago the American Council on Education, as a result of the work of the Commission on Teacher Education, published a book entitled *Helping Teachers Understand Children*. It is a big thick book but it is one of the most popular books ever published by the Council. Why? Because school administrators and teachers are convinced that there is much to be learned about children which will assist them to do their job better. So I am pleading for a new G. Stanley Hall who will bring together the researches of recent years into the characteristics of late adolescent youth, and who will then publish the results in a good solid volume which I should hope that every college teacher would read and apply to the improvement of his teaching.

3. Finally, and this is all I have time for, I should like to see faculty members really prepare themselves to exercise their legislative functions. There are two reasons why university faculties as legislatures are a pretty sad sight in this country. One is the unprepared president who dominates the scene. The other is the unprepared faculty members who are unable to discharge their plain responsibility. Obviously, I am not talking about the subject-matter preparation of faculty members. By and large that, I think, even under present circumstances, is adequate. I am talking about that knowledge of the school system from which our students come, that knowledge of the major units which comprise American universities, that knowledge as to the function of general education in relation to specialized education, that knowledge as

to the organization of higher education, both here and abroad, that knowledge as to the impact of new social conditions on higher education and other matters of equal importance which are necessary to the intelligent consideration of college and university problems. I say to you, as members of the academic profession, in all seriousness that any group in American society which is organized—as you are organized in the American Association of University Professors, nationally and in local chapters—can exercise and should exercise tremendous influence on the educational and administrative policies of your respective institutions, provided only that you will make yourself intelligent about the problems of the institution and will exercise that determination which is always necessary to bring about action. The American Association of University Professors has a fine record to that end—a record that inspires great hope in achieving this goal over the long future.

UNESCO: ITS BACKGROUND AND ITS RÔLE IN BUILDING FOR PEACE¹

By ESTHER C. BRUNAUER and CHARLES A. THOMSON

Department of State

On the outside of the National Archives Building in Washington there is an inscription which fits what I have to say about UNESCO today—"What is past is prologue." The United Nations Educational, Scientific and Cultural Organization is new, having been formally established less than three months ago. But the assurance with which it is starting out rests as much on experience as it does on the determination of its supporters to make it succeed because they know its purposes are right. In the coming months and years we will concentrate—rightly—on the developing program of UNESCO, which Mr. Thomson will discuss with you. At this point, before we plunge completely into the present and future, it may be useful to record what went before. It may help us to understand better what is coming—and why.

The record of international cooperation among men who studied and taught, who discovered and created, goes back to antiquity, but the conscious promotion on a wide scale of international understanding through cultural relations really got under way only after the Great War of 1914-1918. This movement, insufficiently organized, poorly financed, and limited in reach as it was, nevertheless demonstrated the reality of an international community of interest based upon intellectual pursuits—to use a word which Americans dislike, but for which there is no good substitute. The attempt to organize this movement officially, through the Committee on Intellectual Cooperation of the League of Nations, was thwarted partly by fear of the power of knowledge and ideas and partly by lack of experience in organizing the amorphous community of the mind. Actually, the Committee on Intellectual

¹ Addresses delivered at the Thirty-third Annual Meeting of the American Association of University Professors, February 22, 1947, Boston, Massachusetts.

Cooperation and the Paris Institute did exceptionally good work, considering how meagerly they were financed and staffed and how suspiciously they were often regarded. Almost all of the undertakings which we have just proudly authorized for UNESCO were, at least in embryonic form, worked on by the Institute of Intellectual Cooperation. But the Institute *was* limited, and the greater part of the international cultural cooperation between the wars was carried on voluntarily—by organizations, institutions, and individuals. This activity and these relationships, incidental and casual as they often were, helped to develop the habit of international collaboration, and created personal and group bonds which proved—to most people's surprise—to be exceedingly strong in the face of terror, persecution, and war.

The experience of the war produced the second important element in the making of UNESCO. The Conference of Allied Ministers of Education, organized in London in 1942, was institutionally a forerunner of UNESCO, and provided the channel through which the movement for a permanent organization for international cultural cooperation was able to attain its goal. In the long run, however, the greatest contribution of this group to UNESCO is that it greatly facilitated the incorporation of the "E" in this new word. The rôle of American educators in obtaining official support for the idea of education for international understanding should not be overlooked, and I shall refer to it again when I come to the relationship between the writing of the United Nations Charter and the creation of UNESCO. But that type of educational interest might not have sufficed to bring the Ministries of Education of one country after another into the UNESCO company. The Conference of Allied Ministers of Education was primarily concerned with planning for reconstruction of the educational life of the occupied and devastated countries. In this planning they not only faced the physical destruction of equipment and buildings and the technical problems of expanded school populations and reduced teaching staffs, but they also began to realize keenly the importance of good education for the welfare of the people and for the capacity of nations to play a constructive part in international affairs. Most of the countries that suffered from the war started to plan educational reforms long before the

war was over. Through the Conference of Allied Ministers of Education it was possible to do some of this planning internationally—that is, through consultations among educators of different countries. Although this was necessarily done on a limited scale, it helped to convince the Ministers of Education that a permanent international organization could be of service to them.

II

I have mentioned the relationship of UNESCO to the United Nations. The rôle of this Organization as a specialized agency of the United Nations is a factor of continuing, even increasing importance. What I want to point out especially here, however, is how intimately the history of UNESCO is tied up with the history of the United Nations—more completely than that of any other specialized agency. Many of the people, not only Americans but other nationalities as well, who helped to draft the Charter of the United Nations worked on the text of the Constitution of UNESCO. The early draft of a United Nations body for educational reconstruction, prepared in London in April, 1944, was transformed after Dumbarton Oaks into the draft of a Constitution of a United Nations Organization for Education and Cultural Cooperation. The American proposals were sent to London about the time the San Francisco Conference convened. The proposals of some twenty United Nations governments were studied in London and the text which became the basis of the constituent conference was written shortly after the United Nations Charter was adopted. The London Conference for an Educational and Cultural Organization was held in November, 1945, during the recess of the Preparatory Commission of the United Nations. The Preparatory Commission of UNESCO really got under way at the time of the first meeting of the General Assembly. The basic agreement between the United Nations and UNESCO was negotiated in June, 1946, and was approved by both bodies almost simultaneously at the General Assembly of the United Nations and the first General Conference of UNESCO.

The bonds between the United Nations and the Educational, Scientific and Cultural Organization are based on something more

than an accident of history. The whole concept of the specialized agencies, of course, is based on the conviction that peace and security cannot be maintained only by machinery for settling international disputes and stopping aggression—essential as these things are. It is felt that the nations of the world must work together for the betterment of human life and must develop such strong ties among their peoples that war will eventually become unthinkable. The manner in which the Axis powers sought to conquer by destroying intellectual values and facilities created a strong determination among the people of the United Nations to rebuild their cultural life, and build better than before. And the attempt by the Axis to consolidate their conquests through the perversion of science and the debasement of the power of ideas led to a clearer understanding of the importance of knowledge and skill based on truth and intellectual and artistic freedom in building a new and better world. Thus, the creation of UNESCO was accomplished with a special zeal and enthusiasm and with the conviction on the part of many of its founders that the United Nations system would be painfully incomplete without an agency to link the resources of men's minds with the instruments of international power. Or perhaps it would be more accurate to say that they discovered that the resources of men's minds constitute one of the greatest instruments of international power.

This is a generalized interpretation of the close relationship of UNESCO to the United Nations. The recognition of this close connection was worked out concretely during the San Francisco Conference in terms of a demand for a specific reference in the Charter to cultural and educational cooperation. American educators, backed up by other public opinion groups and reinforced by the Mundt-Fulbright-Taft Resolution in Congress, played an important part. But the demand was international, and the Chinese and French Delegations were conspicuous among those which gave it hearty support.

Up to this point I have discussed the major elements in the creation of UNESCO. The record of the past would not be complete, however, without at least a brief reference to the Preparatory Commission. In a sense, we are all happy to bury the Preparatory Commission, rather than to praise it—it is the function of

any such interim body to pass out of the picture as rapidly as possible, and after it has done its duty and is a thing of the past the permanent organization looks upon it as a butterfly must look upon a chrysalis—as a misshapen object which had better be left to disintegrate. The analogy is more than a figure of speech because it was in the Preparatory Commission that the processes and movements, which culminated in the adoption of the UNESCO Constitution in November, 1945, began to live and take shape in the new body. The Preparatory Commission did something more than plan the program and machinery of the permanent Organization. It became a coherent body conscious of its own functions and powers, with an emerging sense of responsibility to the governments and to the people behind the governments that it represented.

ESTHER C. BRUNAUER

A few months ago, before the meeting of the General Conference of UNESCO in Paris, the Department of State was receiving a stream of communications asking, "What is UNESCO going to do?" and "What can I do for UNESCO and its purpose?" We consistently responded to these queries by saying that, while we knew of a great many projects proposed for UNESCO, it would be necessary to wait until the first meeting of the General Conference before those questions could be answered definitively. After December, we indicated, everything would be clear.

The General Conference has met, and two months have elapsed. I must confess that we are not yet able to give the final authoritative answers to those questions. The General Conference did its work; it organized UNESCO for action and it adopted a program. But, necessarily, it referred to the Director General and the Executive Board the task of whipping the program into working form. Quite a few "i's" remain to be dotted and "t's" to be crossed. Some of the final decisions are in fact being made today in Paris where the Standing Committee of the Executive Board is now meeting.

With that note of academic caution, I can give you a picture of UNESCO as it exists today which will provide at least a partial

answer to the questions, "What is UNESCO going to do?" and "What can I do for UNESCO and its purpose?"

The program approved by the Conference is contained in a document which consists of two parts. The first is a consolidated report which stresses about a dozen projects to be given highest priority; the other part consists of the reports of six subcommissions, presenting a more comprehensive program to be put into effect as rapidly as funds and personnel permit. The six subcommissions include three large areas of what might be called "content fields"—natural sciences; social sciences and humanities; arts and letters. The remaining three subcommissions dealt with what might be called the channels for the diffusion of knowledge and ideas: education; libraries and museums; and the media of mass communication, including press, radio, and films.

It will help, I think, to clarify the program of UNESCO—its character, its aims, its methods—if we consider for a moment the relationship between the six subcommission reports and the shorter synoptic report which was also adopted. Why six subcommissions? Why the briefer report?

II

The purpose of UNESCO, it will be recalled, is stated in these terms: "to contribute to peace and security by promoting collaboration among the nations through education, science, and culture...." For the achievement of this purpose three main lines of action are laid down in the Constitution: (1) UNESCO will help advance the mutual knowledge and understanding of peoples; (2) UNESCO will give fresh impulse to popular education; and (3) UNESCO will maintain, increase, and diffuse knowledge. With these three functions in mind—mutual understanding, popular education, advancement of knowledge—it will be seen that the six large fields I have mentioned constitute a useful scheme, though not necessarily a perfect one, for classifying the specific activities in which UNESCO might engage.

The mere mention of these three functions and these six fields is sufficient to suggest at once one of the major difficulties which UNESCO faces: an embarrassment of riches, a wealth of ideas—

some visionary, but many quite practicable—an almost infinite variety of potentialities. Let me illustrate by citing some of the approved projects which relate most closely to the professional interests of scholars and scientists. We find that UNESCO will serve as a center for stimulating and encouraging cooperative projects on the part of international scholarly and scientific organizations. An agreement has already been concluded with The International Council of Scientific Unions. UNESCO will take over many of the functions of the International Institute of Intellectual Cooperation. The Organization will in some instances help get international organizations started by furnishing office space and secretarial assistance. The social sciences have generally in the past been notably deficient in strong international associations. Scholarly publications will be undertaken as needs are established: for example, the *Index Translationum* will be continued; an international bibliography of philosophy, a yearbook of the social sciences, a world register of scientists and scientific institutions, an international educational yearbook have been approved.

It is impossible to catalogue here all the scholarly and scientific projects which are contemplated. Let me cite a few from the natural sciences. Field Science Cooperation Offices will be established in certain regions of the world remote from the main centers of science and technology; each will consist of scientific men engaged in various types of liaison work which will assist the scientists of the region. Grants-in-aid may be made for the assistance of scientific work of international significance, such as the support of type-culture collections. An international scientific commission is to be set up, in consultation with interested governments, to investigate ways in which UNESCO may support an International Institute of the Hylean Amazon. This Institute would promote the study of the resources of the Amazon area, as a first step in a plan for developing the resources of tropical lands for human welfare. Finally, UNESCO proposes to organize field teams, in cooperation with other interested agencies, consisting of experts in nutritional science and food technology, to make studies and give expert advice in regions where malnutrition is a chronic problem.

I have said enough to indicate the range of UNESCO's interests in science and scholarship. UNESCO will stimulate all manner of intellectual cooperation. But it would be quite erroneous to conclude that UNESCO has as its sole objective, or even as a major objective, the advancement of knowledge and learning as ends in themselves. This is one, but only one and at the present time a minor one, of the functions which the Organization is to serve. You will recall two other main functions to which I referred earlier: to advance the mutual knowledge and understanding of peoples, and to promote popular education. To serve these functions, especially in the large fields designated as education, libraries and museums, and the media of mass communication, many additional enterprises are to be undertaken.

UNESCO will promote popular education, for example, through its project to help establish a minimum fundamental education for all people. Panels of experts will be formed in various phases of educational endeavor—sociology and psychology, for example, as well as the techniques of teaching. Studies will be made of material and methods. UNESCO will become a service center, through which demonstration projects can be assisted, and the most competent advice furnished to countries which are wrestling with the problem of establishing minimal educational standards.

III

UNESCO will move simultaneously on other fronts. The war-devastated countries are in dire need of help; they lack schools, equipment, trained personnel. Without engaging itself in relief activities, UNESCO will try to enlist on their behalf the generous support of those in other countries like our own which escaped devastation.

Yet this, too, is but the groundwork for the specific task which UNESCO must undertake if it is to make its contribution to the central aim of the United Nations. A lasting peace requires more than political and economic adjustments. It requires the growth on a global scale of the sense of community, an understanding among peoples of one another, and a common understanding of the common needs and purposes of mankind. How can UNESCO

contribute to this end? How can it help break down the barriers to understanding, to the flow of knowledge and the interchange of ideas—the political, legal, economic barriers, and the barriers of stereotype and prejudice, of chauvinistic and racial dogma? These are questions to which UNESCO will attempt to find answers.

Let me stress this point. In discharging this third function, no less than in the others, UNESCO must draw on the resources of the scientists and the scholars. It is they who must furnish the common body of knowledge and the leadership in applying knowledge to human welfare. In this connection it may be noted that the most striking project approved in the field of social sciences was a study of social tensions—the tensions which conduce to war. It is proposed that international collaboration of social scientists be effected in the study of nationalism, of population problems, and of the effects of technological development so that proposals for the diminution of these tensions may be derived from scientific analysis formulated through international cooperation.

It will be obvious that the six subcommissions, examining these far-reaching responsibilities of UNESCO, had no difficulty in agreeing upon programs of such magnitude as to strain the resources of even a large and firmly established international organization. But UNESCO is neither large nor firmly established. Its budget for this first year is six million dollars. It is a fledgling organization which must proceed cautiously in setting up a staff and in broaching large undertakings. The need was felt by the Conference for a condensation of these programs which would emphasize the most urgent tasks of UNESCO and would relate them clearly to the central purposes of UNESCO. Accordingly, the Conference adopted as a statement of its views a *Commentary* prepared by the Chairman of the Drafting Committee of the Program Commission, Mr. Archibald MacLeish.

Time does not allow me to review further the projects which are listed in the *Commentary*. It includes those which I have given as examples—Fundamental Education, Education for International Understanding, studies looking to the removal of barriers to the flow of information, the Amazon Institute, the study of social tensions.

I do wish, however, in concluding this brief review of the program of UNESCO, to quote from the Commentary a passage which well states the controlling idea which underlies the program of UNESCO:

The Committee, that is to say, has had in mind the requirements that proposals approved should serve to advance the purpose of the Organization "to contribute to peace and security by promoting collaboration among the nations through education, science and culture;" the requirement that projects approved should constitute a coherent whole; the requirement that they should be practically feasible and appropriate; and the requirement that they should be few in number and should relate to matters of self-evident importance and usefulness.

As regards the first of these requirements, the Committee has borne in mind also the language in the Preamble to the Constitution which cites the "common welfare of mankind" as one of the concerns of the Organization. It is the view of the Committee, as we assume it is the view of the General Conference, that the stated purpose of UNESCO to contribute to peace and security must be read in the light of this phrase, and that the "peace" to which reference is made must be interpreted in a positive rather than a negative sense. "Peace" in this context, in other words, means something more than a mere absence of overt hostilities. It means a condition of solidarity, harmony of purpose and co-ordination of activities in which free men and women can live a secure and satisfactory life—a condition in which war is affirmatively prevented by the dynamic and purposeful creation of a decent and human relationship between the peoples of the world—a condition in which the incentives to war are neutralized by the social, spiritual and economic advances created and achieved.

IV

I turn now to a topic no less important than the program: namely, the methods to be used in giving effect to the program. It is, perhaps, not going too far to say that in these early stages, at least, UNESCO will be judged more by the methods of international collaboration which it institutes than by the results of its studies and projects.

One thing is clear: the secretariat of UNESCO cannot itself become on any considerable scale a research unit. It will scarcely equal a small college faculty in numbers. It would be hard put

to it, if it so attempted, to equal any good university in the quality of its research scholars. UNESCO would be of little significance if it were merely another research institute.

Nor is UNESCO a philanthropic foundation. It is not endowed with large resources which it can hand out to support miscellaneous research projects which languish for lack of financial sustenance. Apart from such gifts as it receives, it will have a small annual income contributed by member governments, the disbursement of which will be carefully scrutinized. Any grants of money made by UNESCO will be made only for the furtherance of UNESCO's program.

The methods to be followed by UNESCO are such as are suggested by the verbs: *stimulate, facilitate, initiate, and coordinate*.

Certain steps toward the execution of a program will, of course, be taken directly by the Organization—that is to say, by the secretariat under the authority of the General Conference and the Executive Board. A publications program will both discharge certain clearing house functions and present the results of projects conducted under UNESCO auspices. The provision of sample materials for presentation through all the media is here included. Further, UNESCO may appoint its own committees of experts and convene conferences. For example, the General Conference has authorized the following committees, among others: a committee to study the Organization's responsibilities in the field of copyright; a committee of experts to study proposals for a world-wide radio network; three commissions on the immediate technical needs of war-devastated countries for equipment and materials in the fields of radio, press, and films; a committee to help in publishing an international bibliography of philosophy; and a committee to draft a charter of the rights of teachers. Similarly, panels of experts will be established: for example, to make surveys of the press and films, to assist in the fundamental education project, and to formulate proposals for projects in the field of the humanities.

There are obvious limitations on what can be accomplished by UNESCO through its own permanent staff and its committees of experts and its panels and its few million dollars. UNESCO will be strong if it can multiply these resources by enlisting collaboration on a world-wide scale. To use a hackneyed metaphor, but

a good one, UNESCO will be a nerve center, receiving, translating, emitting, and coordinating impulses to action. It may become the international nerve center for all associations that are concerned with the educational, scientific, and cultural activities of men.

There are three classes of organizations with which UNESCO is directly associated: first, the member states; second, international governmental agencies; and third, non-governmental international associations. These latter—as I have already suggested—will be assisted by UNESCO, so that they can better promote international collaboration in their own fields of interest; they will advise UNESCO; and they will collaborate on certain UNESCO projects.

But behind these bodies with which UNESCO has direct relationship stand countless organizations and institutions and individuals who will enter into a close relationship with UNESCO. These will prove, in large measure, the active agents in giving effect to UNESCO's program.

In order to canalize these great resources of both scholarly and popular interest there are established within each member state National Commissions or recognized National Cooperating Bodies. It is through the National Commission that the views of non-governmental groups will be transmitted to the government and so to UNESCO. It is through the National Commission that the requests and proposals of UNESCO will be transmitted to private groups for their action.

Let me illustrate how this may work. We may expect to receive soon a request that we assist in the project which I have described as the *study of social tensions*. I shall not attempt to forecast any details of such a request. The Department of State would refer this communication to an appropriate committee of the National Commission, which would advise on its appropriate handling. It is reasonable to suppose that the proposal would speedily be brought to the attention of such bodies as the Social Science Research Council and the American Council of Learned Societies. It might simultaneously go to other associations which were known to have an interest in the subject. The National Commission might, in accordance with its legal authority, convene a conference

of experts. Plans would be worked out through such groups, including the best qualified spokesmen of the academic world, for assuring effective American participation in this project.

It would be rash to forecast in more detail the procedure that will be followed in giving effect to the programs of UNESCO. We are at the very beginning of a new course of international cooperation, and therewith at the beginning of the organization of our domestic participation in an international enterprise. The National Commission is a new creation, bringing the government into a novel form of partnership with non-governmental groups. We must develop these new forms carefully and wisely and in harmony with the developing needs and potentiality of UNESCO.

Our immediate task is to make, so to speak, a preliminary disposition of our forces. We are proceeding as rapidly as possible to organize the small staff, supplied by the Department of State, for the National Commission. The National Commission is setting up necessary committees. A large national Conference will be held in Philadelphia in March to which up to a thousand interested organizations will be invited, and at which their suggestions will be sought on the program of UNESCO and American participation in the Organization.

An excellent step has been taken by some national organizations in establishing committees on international cooperation and UNESCO. These committees will become important links in the chain of cooperation. I hope they will be numerous. It would be worth while, too, for colleges and universities to consider the creation of such committees. Not only might they serve the useful function of disseminating information about UNESCO to students and faculty and perhaps in the community—and there is great need for a multiplication of centers of information—but they might also stimulate students and faculty to review carefully the program of UNESCO and to make constructive suggestions for its future development. Such reviews might well reveal opportunities for research studies which would be geared into the international program.

In conclusion, let me emphasize that UNESCO is not primarily an institution in Paris. It will attain real vitality only as it lives in the thought and action of you and me and countless others

among all the peoples of the world. As Mr. MacLeish stated in the commentary mentioned above:

Without the collaboration of the member nations, UNESCO can do nothing and can be nothing. Without the collaboration of the peoples who compose the member nations, the undertakings of UNESCO—undertakings which touch most nearly the lives of peoples everywhere—can have no reality and no true meaning.

Here, in our opinion, is a programme for common action to construct in the minds of men such defences of the peace as the minds of men can maintain. If it is possible in the present dark and lowering atmosphere of cynicism, suspicion and despair for men to agree upon a common programme, they should, we think, be able to agree on this. In the final count, in the last determination, we must trust our power to be men. As men—as thinking men—as men who think, believe and have the will to act—we can agree together on the end of peace. Agreeing on that end, we should be able to agree that there are steps by which the end can be approached. In the high confidence that the projects here proposed are projects which can bring us nearer to the hoped-for goal, we put these programmes in your hands.

CHARLES A. THOMSON

THE UNIVERSITIES AND THE WORLD ORDER¹

By QUINCY WRIGHT

University of Chicago

As the universe gets larger, the world gets smaller. From the objective side, the astronomers tell us that for the last two billion years matter has been moving outward and still is. The outer galaxies are receding at about one-third the speed of light. Today some of them are over 500 million light years away from us. That is a long distance and has no significance for what I want to say except to suggest the size of our material universe and a becoming modesty in attributing importance to the affairs of this small globe on which we live. Such a perspective may help us to view terrestrial crises with a sense of humor in the realization that, if the two billion humans now parasitic upon the thin scum of organic matter which covers the surface of much of our world should destroy themselves, it may not make very much difference to the vast reaches of time and space and the innumerable galaxies, stars and worlds which populate the expanding universe.

From the subjective side, the expansion of the universe is more important for my theme. Man's mind has been penetrating with accelerating speed the history, the structure, and the composition of the universe and of its component parts including the earth and the atom. Science has been expanding at the rate of compound interest, and with it invention, technology and engineering have been enlarging man's capacity to release imprisoned energies, to control his environment, and to adapt the conditions of his life to his biological drives and his social aspirations.

¹ Address delivered at the dinner of the Thirty-third Annual Meeting of the American Association of University Professors, February 22, 1947, Boston, Massachusetts. Professor Wright was President of the Association for the years 1944 and 1945. Because no Annual Meeting was held at the conclusion of his term of office, his retiring presidential address was postponed for this occasion.

Here, however, lies the paradox.* The growth of knowledge has shrunk the human world. Progress in cosmogony, cosmography and cosmology has concentrated the growing universe with all its complexities in a few human minds. Progress in history, geography and social science has made statesmen aware of the entire world community with all its local differences, its conflicts, its trends and its aspirations. Progress in reporting, in statistics, in transportation, in communication, in technology and in administration has made the knowledge and experience of scientists and statesmen remote in time and space available to anyone near a library who knows how to read.

As a consequence, anyone sufficiently equipped with radio, money, food, airplanes, rockets, and atom bombs has the capacity to bring upon his fellow men in the most remote areas the persuasive or compulsive influences of propaganda, bribery, blockade and war. The desires, greeds, hungers, and fears of men everywhere may be affected by these influences whether directed from London, Washington, or Moscow. Only isolated tribesmen in North Australia, the Pacific and Indonesian Islands, in remote valleys of Asia, in the wilds of Africa, or in the forests of the Amazon are relatively free of such distant influences. As civilization spreads and economies become more interdependent, as UNESCO succeeds in its task of eliminating illiteracy, as the circulation of newspapers and the availability of radio receiving sets become more universal, the minority, now immune from sudden coercion or subtle influence by distant men, will disappear. Through technology men are escaping from the dominance of nature, from the tyranny of flood, drought, heat, cold, pestilence, and famine but, in doing so, they are imprisoning themselves in one small world. Nearly the entire two billion of them is subject to the influence and power of the few who have the "know-how" and the machinery at their disposal.

But the growth of knowledge has tended not only to concentrate power, it has also tended to increase each man's awareness of himself. In emancipating themselves from local custom, men are seeing themselves as personalities. They are no longer mere cells in a compact social organism. They are coming to know that others of their species live differently and perhaps enjoy more food, leisure,

and knowledge. They are absorbing ideas of freedom and of equality. They are wondering whether they are not as entitled to guide their own lives according to their wants and aspirations as anyone else. With these thoughts they resent age old conditions of hardship and compulsion springing from local tyranny, ancient custom or economic exploitation.

The world has shrunk not only in the vulnerability of each part to influences from every other part, but also in the knowledge in each part of the conditions of every other part, and in the demands of each part that it shall not lag behind any other in realizing its desires.

Mankind as a whole has the opportunity to adapt the conditions of his life to his biological drives and to realize his aspirations. Every man is increasingly aware of that opportunity and increasingly insistent that he shall benefit by it, but most men fear that they may have to adapt their lives to someone else's biological drives or to contribute to the realization of someone else's aspirations.

While the world of man is increasingly subject to control from a few centers, wants and aspirations continue to emerge from each of the two billion examples of *homo sapiens* who ride the ranges, plough the prairies, and crowd the cities of the world. The shrinking world has tended to integration of control and differentiation of demand. Even with the most virtuous at the levers, how can control be exercised for the good of all when there are so many voices emerging from different conditions, inheriting different traditions, committed to different ideals, and demanding different solutions. Every man wants to realize the opportunities of human knowledge, but each is inclined to believe that all will benefit if knowledge is mobilized in the service of his ideals and his traditions. Though their powers are universal, men's values are local and mired in the mud of history. Power is too often untamed by responsibility to the world.

Few want to turn back the clock of science and technology. Most approve the trend toward an integration of the world so that its resources, its experience, its knowledge will be available to everyone, but they do not want to turn their backs entirely on the customs, the morals, the language, the institutions which they

have inherited from their ancestors. They may resent many of the limitations of these traditions. They may want a broader sphere of individual or local self-determination. They may long for the greater freedoms enjoyed by others. But the nostalgia for familiar customs cannot be downed by the beckoning of newer freedoms. Men want security as well as adventure, and the sense of security is likely to wane as familiar conditions of life give way to unknown ideals, standards, and laws, even though the latter may carry the potentiality of greater freedom of expression and of religion, greater freedom from want and from fear.

The dilemma I am discussing is manifested in the popularity of the words "mass" and "freedom." Mass suggests the consequence of the application of modern science and technology to the conditions of human life; freedom points to the influence of these conditions upon human attitudes and aspirations.

Under the influence of mass production, mass media of communication, mass movements and weapons of mass destruction, mankind is in danger of becoming a huge undifferentiated mass, but under the influences of free thought, free speech, free enterprise and free education, men are demanding more individual freedom.

In a shrinking world men are aware of wider horizons as the pressure of innumerable impressions upon the individual's attention increases. He perceives more opportunities for choice, but finds himself more bound by the conditions of his life. Determination by the mass and freedom of the will are both in the ascendant. Perhaps the first dominates in Russia, and the second in America, but both affect people everywhere.

II

I do not see how this problem of unifying power and diversifying values, of one world and many men, can be solved except through the university. The very name suggests that it is dedicated to that problem.

Thirty-three years ago Graham Wallas saw this problem which it has taken two world wars, the devastation of a continent, the killing of tens of millions by war, war-borne disease, mass massacre, and the explosion of five atomic bombs to drive into the sluggish minds of any large number of people.

In *The Great Society*, published in June, 1914, Wallas wrote:

We are forced now to recognize that a society whose intellectual direction consists only of unrelated specialisms must drift, and that we dare not drift any longer. We stand, as the Greek thinkers stood, in a new world. And because that world is new, we feel that neither the sectional observations of the special student, nor the ever accumulating records of the past, nor the narrow experience of the practical man can suffice us. We must let our minds play freely over all the conditions of life till we can either justify our civilization or change it.

The Greek thinkers, with all their magnificent courage and comprehensiveness, failed in the end either to understand or to guide the actual social forces of their time. Our own brains are less acute, our memories less retentive than those of the Greeks, while the body of relevant facts which we must survey has been increased ten thousand fold. How are we to have any chance of success?

Wallas saw no solution except through the better organization of thought. He examined the material circumstances, the mental attitudes, and the processes of recording, manipulating and analyzing data to facilitate effective thought. While he believed that conditions could be developed to promote thought by people in many walks of life, he suggested that the university is the organization most deliberately developed to this end. He acknowledged that it has not been wholly successful. "There are hundreds of cases in which a professor's teaching spoils his thinking, and these are balanced by hundreds of others in which his thinking spoils his teaching."

This is true, but the problem is rather to improve the university than to place reliance upon the intrinsically less adapted institutions such as the government, the business corporation, or the church to provide the conditions for effective thinking on our great problem.

Freedom from censorship; freedom from the explicit directives of superior authority; freedom from pressure to produce practical results; periods of freedom from time schedules and the coercions of an operative institution; the opportunity to bring all fields of knowledge, all procedures, all varieties of data to bear upon a particular problem; and the habit of reflection, of deliberation, and of

dealing with novel ideas—all of these can be provided by a university. Often they are not, but it is difficult to see how any other institution could combine them all.

I assume, and I believe it is the thesis of our Association, that these are among the conditions conducive to good teaching and research at the university level. I understand that one of the foundations is financing a study of the conditions which promote productive research. Perhaps this study will help both our Association and the universities it serves.

Let us consider how the universities might apply themselves to solving this problem of narrowing the lag of a universal moral integration behind that of a universal material integration. How can the progress of the world toward social solidarity catch up with its progress toward technological unification? How can the discords which trouble all who have ears to hear be orchestrated? Tunes which have delighted local environments for millennia produced intolerable cacophonies when each is heard everywhere.

Few thoughtful people doubt that this is the supreme problem, and few advocate its solution through hampering the progress of science and technology. Discoveries and inventions once made cannot be unmade. Scientific ideas cannot be forgotten. The world has come to believe in science and invention. It cherishes the opportunities they offer for satisfying human wants. It will not tolerate the suppression of scientists and inventors, as witness the rallying of American public opinion behind the atomic scientists in their struggle with the military for civilian control of atomic energy.

There are still some people who believe the problem can be solved by political wisdom, by efficient administration, or by adequate law. All of these methods are useful, but none can solve the problem unless an atmosphere of opinion exists in the world which assures the stability of the world's constitution however controversy may develop among its parts. So long as any lesser group, be it church, people, nation, empire, federation, party, or sovereign state, regards the world as its oyster to serve its particular needs, any constitution of the world will be vulnerable. This vulnerability will continue unless the people of the world recognize that the whole is greater than the part; unless they recognize that

their human commitments are prior to their professional attachments, their national loyalties, and their ecclesiastical preferences; unless they feel themselves world citizens, ready to support the limitations upon political methods, the accepted objectives of administration, and the processes of legal interpretation and change prescribed by the United Nations, however those may for the moment seem to encroach upon the interest or the autonomy of lesser groups.

III

Why does such an opinion seem essential if our world is to become stable? What are the conditions under which such an opinion can develop?

It is clear that politics, the method of which is to organize stability by opposing one group to another, tends toward the use of fraud, violence, and other extreme procedures unless limited by a law with more power behind it than that available to any political group. Political parties within the state are always on the verge of resorting to such methods. If the state is weak, they do, and society endures insurrection and civil war. In world affairs, where there is no universal state, the threat of fraud and violence is continuous and the reality is frequent. In our age the barriers of space and the efficiency of defensive weapons, which in the past often protected lesser states from the hostilities or even the threats of great powers, can no longer be relied upon. The devastating efficiency of modern weapons, the lack of any material defense against them, the advantage of the initiative in attack, and the speed with which hostilities may begin, create little confidence in the fear of retaliation or the equilibrium of power as a means to stability. Politics unlimited by effective law gives no promise of security.

It is also clear that administration can function only where all accept the law to be administered and that such a law cannot exist unless opinion is committed to some common ends. Furthermore, administration, in proportion as it is efficient, tends to make the ends which it assumes absolute values which justify any means and which treat all other interests as subordinate. The efficient administration of a plan tends to look upon the individual and group

for which the plan was made as instruments for its achievement. The larger the plan the more danger that its administration will support tyranny and hamper progress.

Law also is not able to stand alone. However intricate its pattern, however carefully the rights of the individual and the family, the autonomy of the state and the culture of the nation, the freedom of religion, of business, of labor, of agriculture, of the professions are considered in its structure and protected by its procedures and balances, law cannot withstand the strain of a rapidly changing society unless supported by a public with some common opinions about justice and a common determination to achieve justice without departing from the procedures which the law permits.

Politics, administration, and law are essential elements of stability, but they cannot be relied upon unless supported by public opinion throughout the area within which they function.

Accepting this conclusion, it is easy to assume that our problem is to mobilize the forces of education and propaganda in order to create common opinions throughout the world. If only all men were Christians, or democrats, or Confucians, or Buddhists, or Marxians our problem would be easier. But they are not. There is nothing in history, in sociology, or in psychology that justifies us in expecting that they will be in any foreseeable future. Men are in many respects alike. They have common needs for food, sex, activity, and society; common wishes for security, recognition, adventure, and response; but in their larger aspirations they differ because of particular historic traditions, particular environmental conditions, and the particular experiences of each personality. They cannot all be molded to a uniform society and if they could the possibilities of further progress might be impaired. Without the stimulus of comparison, of competition, and of social experiment, science and invention might halt, and human adaptation to new opportunities might lag.

The problem cannot be solved by a common faith or ideology or doctrine or ideal. The history of the future cannot be limited by anything that could be formulated today. History has always been creative and we want it to continue to be. No generation can prescribe its destiny. It is unlikely that any opinion can integrate

the world unless it is so flexible that it leaves every faith some grounds for hoping that it may survive and eventually triumph. People of varied faiths may get together in support of constitutions or laws which regulate means and instruments but leave ends and ultimates to the future.

At the recent meeting of UNESCO in Paris, the Yugoslav unofficial representative, speaking for the absent Soviets, made it clear that his country would have nothing of UNESCO if it assumed "scientific humanism" as its philosophy and ruled out "dialectical materialism." It was necessary to assure him that UNESCO had no doctrine. We cannot hope for universal agreement on ultimate values and I doubt whether we should desire it. Too much unity may be as bad as too little.

The fear of excessive integration is not confined to national politicians, laissez-faire economists, or minority ideologists. Mr. Justice Brandeis made a plea against too much bigness. Professor W. E. Rappard of Geneva, at the Princeton Conference on February 19, 1947, deplored the centralizing effect of the increasing cost of research. "Only the wealthiest institutions," he said, "and soon only the greatest countries can hope to engage in the most promising forms of research." His suggestion of a great international university in the League buildings at Geneva, while it might equalize opportunities, would hardly avoid the dangers of excessive integration. The philosopher Horace Kallen fears that all unification movements, whether in the fields of science, economics, government, religion, or art, tend toward totalitarianism. "They obtain," he writes, "in a wider climate of opinion which affects also free society. Its differentia is the emphasis upon 'planning.'" Rejecting "unity" and even "integration," as too restrictive of a pluralistic world, he suggests the word "orchestration" to describe the limits which relationships impose upon diversity.¹ But an orchestra does better if all the performers in addition to wanting the performance to succeed have before them music recorded with a common notation. Perhaps science and the world can best strive for unity of tools and of the particular performance rather than for a unity of ultimate ends and values.

¹ "The Meaning of Unity Among the Sciences," *Philosophy and Phenomenological Research*, June, 1946, Vol. 6, pp. 493, 495.

IV

Can world opinion recognize the desirability of protecting all human personalities from military destruction, of enlarging the freedoms of all to the limits possible without encroaching upon the freedoms of others, of extending the benefits of science and technology for a general elevation of standards of living, and of practicing mutual tolerance? Can such an opinion be universalized without unduly restricting the future of the world or the peculiar aspirations of any? Can a constitution be erected upon such a simple consensus and if so can it prove adequate to prevent war and to facilitate cooperation throughout the world?

I do not know, but I believe if universities strive to become communities of scholars they may contribute to such a realization. In such a community each feels free to cherish his own ideals, assumptions and hypotheses; each tolerates those of others; each makes available to his fellows his methods and his conclusions; each is eager to advance knowledge in his field. To all are available accumulations of knowledge about facts, methods, and generalizations, and an atmosphere of devotion to intellectual integrity and personal toleration.

A university, while a community of scholars, is an anarchy of assumptions. It thus resembles the world which may be a community of men but remains an anarchy of beliefs. "To deny, to believe and to doubt well are to a man what a race is to a horse," said Pascal, and William James thought, "Our undisciplinables are our proudest products . . . the university most worthy of rational admiration is one in which your lonely thinker can feel himself least lonely, most positively furthered and most richly fed." "A free society," writes Horace Kallen, after recalling these statements, "is one which shelters and cherishes these divergencies, whether it be a sovereign state or an academic community."¹

The world is full of doubters and enthusiasts, of skeptics and idealists, and here again it resembles universities. Criticism is the life of scholarship and science, and criticism is next door to skepticism. But on the other hand, as President Harper once said, "If

¹ "Education—and Its Modifiers," *Philosophy and Phenomenological Research*, December, 1946, Vol. 7, p. 259.

in any environment idealism reigns supreme, it is in that of the university"¹—the presence of youth assures this.

A university, more than any other institution, is a microcosm of the world. It seems possible, therefore, that it can provide the conditions under which the problems of the latter can be worked out in thought. With the ideas available, men of affairs, driven by the will of people to save themselves, their countries and their world, when faced by the necessities which become more obvious day by day, may build enough of the sentiment of world citizenship to permit the United Nations to function and to develop an upward spiral of world opinion and world organization, each contributing to the other.

Only if oriented to this vast task which transcends national boundaries can the universities justify themselves in our age. Harvard, Princeton, Chicago have been exploring the problems of general and specialized education. The debate continues upon whether university education should cultivate an appreciation of values or should emphasize the disinterested pursuit of scientific truth. These and other universities have been greatly expanding both education and research in the field of international relations. American university men have been prominent in recent commissions which have reported on the rehabilitation of education in Japan and Germany. UNESCO has before it projects for a world university. Research is being carried on upon the conditions of its own progress. Investigators are inventing better processes of invention and discovering improved methods of discovery. These stirrings may indicate wide appreciation of the job which universities must undertake.

American universities, alone in the world, were materially untouched by the war. Their libraries, laboratories, buildings, and staffs are functioning. It is for them to set standards of individual freedom, national development, and world citizenship. By example and suggestion they may contribute to the revival of universities elsewhere as centers from which ideas and students may radiate, planting the seeds of an informed world public opinion. Such an opinion may make it possible for the United Nations and

¹ *The William Rainey Harper Memorial Conference*, R. N. Montgomery, Editor, Chicago, 1938, p. 32.

its affiliated organizations to stabilize the world order without destroying its variety.

Our Association has devoted itself to maintaining, within universities and for universities, the freedoms which we consider essential for effective teaching and research. To this important task we are adding that of assisting universities and the profession, by studies and by collaboration with national and United Nations organizations, in using their freedoms to contribute to building a world public opinion adapted to present conditions. If the universities show the way, we may hope that the United Nations can progress in the task before it is too late.

ACADEMIC FREEDOM AND TENURE

REPORT OF COMMITTEE A FOR 1946¹

To the Members of the Association:

Among the tribulations of the Committee on Academic Freedom and Tenure during the year 1946 has been the task of breaking in two new members, the First Vice-President of the Association and the Chairman. The President of the Association was also new in 1946, but not inexperienced in the work of Committee A. Prior to his inauguration as President he had served the Association as Chairman of Committee A for four years. Like other democratic bodies Committee A is subject to these periodic shocks of change. How they are absorbed and their ill effects minimized should be of sufficient interest to members of the Association to justify a brief account of the Committee's organization and procedures.

Committee A on Academic Freedom and Tenure has two groups of members—Active and Associate. At present there are eight Active and ten Associate members. The Active members of the Committee are the President, the First Vice-President, the two most recent former Presidents, the General Secretary and the Associate Secretary of the Association, the Legal Adviser to the Committee, and the Committee's Chairman. The ten Associate members are representative of the profession in different parts of the country. They have an important advisory rôle in the work of the Committee, and participate in authorizing the publication of reports of investigations.

The responsibility for the day-to-day work of the Committee is that of the Active members, who are in continuous communication concerning the cases and situations under consideration. This communication is by correspondence in which there is an exchange of memoranda based on the materials concerning these cases and

¹ Presented to the Annual Meeting of the Association, February 23, 1947, Boston, Massachusetts.

situations. Copies of all these materials and memoranda go to all of the members; thus all are currently informed of developments with reference to each case or situation. The investigatory and other official correspondence for the Committee is conducted by the Association's Secretariat in the light of the views expressed and the decisions reached by the group. Occasionally there are meetings of the Active members. These are usually in connection with meetings of the Council of the Association. Such a meeting was held recently, on Friday morning, February 21.

It is apparent, therefore, that periodic changes in a portion of its personnel cannot seriously disturb the effectiveness of Committee A, since most of the eight Active members are experienced in its work, and the routine procedure guarantees a full exchange of views until a consensus is reached. In this connection special mention should be made of the services of Professor W. T. Laprade. In Professor Laprade the Committee has a member who has been continuously connected with its work as an Active member since 1937, when he became the Committee's Chairman, a position he held for five years immediately preceding his term of office as President of the Association.

If the problem of continuity is not so serious as might have been supposed, there are other limitations upon the activities of the Committee which require serious recognition. One of these limitations is inherent in the very nature of the Association. It is the fact that the Committee is without legal power and must work entirely within the realm of persuasion. The implications of this fact are not, perhaps, always fully realized. Committee A cannot command, and it cannot forbid. It can assemble facts and can reason about them—a slow and tedious process. Ultimately, it seeks for grounds of agreement; and these grounds of agreement represent constant additions to the common law of professional relationships. It is this reliance upon reasoned agreement which makes the Association not a labor union, but rather a professional organization through which the members work with administrators and the public for the realization of important social goals.

A second condition which circumscribes the work of Committee A is the limitation of its time and energy. Six of its Active mem-

bers are also active teachers; much of their work for Committee A is in addition to the normal duties of their profession. For this and other obvious reasons the heaviest part of the burden falls upon the General Secretary and the Associate Secretary in the Washington office of the Association. That office is so fully occupied with the many duties placed upon it by a rapidly expanding Association that the work for academic freedom and tenure cannot always receive the prompt attention which it demands, or can receive it only at the expense of some other important activity. Moreover, the very effectiveness of the Association's work has brought more work; aside from so-called "complaints" the advice of the Washington office is sought in increasing measure, and to an increasing extent its work has become preventive in nature. Fortunately, the cause of the trouble points the way to its solution. As a greatly increased membership adds to the burden, it also supplies the money needed for an expanded Secretariat. The most pressing single need of the Association is an additional man in the Washington office.

II

Assured of wise decisions by experienced heads, the new members of the Committee have been able to enjoy six months of intimate observation, without being called upon to assume an undue burden of responsibility. That it has been a stimulating and enlightening experience need not be said to those who, during the past few years, have read in the *Bulletin* the carefully prepared reports of investigations and the statesmanlike reports of the General Secretary and the Chairman. But the new Committee member enjoys privileges not vouchsafed to the ordinary member of the Association: to see the genesis—the first request for advice or assistance—of what may become a *cause célèbre*; to participate in the mutual interchange of confidential opinions among the experienced members, whose shrewd comments at once assign the new case to its place in a familiar pattern of unhappy relationships, and point out what is significantly new about it; to admire the tactful diplomacy of the Association's Secretariat, as it seeks grounds for an amicable adjustment before a break becomes ir-

revocable; to see facts and interpretations accumulate and take shape, slowly, as they must, but with a minimum of lost motion, as question after question is checked off: Has the complainant just claims to tenure? What, exactly, are the charges against him? Are these charges the real grounds of dismissal, or are they a pretext concealing some unrevealed motive? If they are real, has the complainant had the benefit of due process? If he has, do the recorded facts support the decision that was reached? Does the case reveal a serious tenure situation, which ought to be brought to the attention of the profession in a published report; or is it a matter of blundering, of procedural ignorance, perhaps of some fault on both sides, demanding nothing more than a letter in which the errors are made clear? The Committee deals constantly with troubled or aggrieved individuals, and with tangled, obscure, or unsavory educational situations; its work is often discouraging. But it finds compensatory satisfaction in those many occasions when timely action forestalls serious trouble; when grateful letters arrive from teachers whose professional careers have been saved or from college presidents who have sought and received sound advice in difficult situations; when some unlikely-looking case has been happily concluded without compromise of principle, by a sincere exercise of mutual patience and good will. Here, in short, is an area of action laborious, unspectacular, not exploding in investigations and reports, generally unknown outside the Committee, but contributing to academic serenity—one might say to academic morality; at any rate, to a clearer definition and a more general recognition of a system of academic ethics which even now no accredited institution cares to disavow. This is the atmosphere in which the new Active member of the Committee receives his education.

When, out of the plenitude of his inexperience, the new Chairman prepares to write an annual report, it is natural for him to review the reports of former years, particularly those of his two immediate predecessors in the chairmanship. To do so is to despair. "There has been so much said, and, on the whole, so well said..." Apparently every aspect of academic freedom and tenure—indeed, almost every aspect of higher education—has been dealt with—accurately, logically, cogently, often wittily besides. The pro-

fession has in the reports of Committee A, the General Secretary and the various investigating committees, a classical *corpus* on the subject, so that it is increasingly possible, in correspondence concerning a current case, to quote phraseology from these reports, as a lawyer might quote Justice Holmes or Justice Brandeis. A new Chairman might reasonably be excused if his first report should be but a collection of quotations, for that would make certain a report sound in philosophy and persuasive in statement.

The temptation will be resisted. Granted that few indeed can command the literary charm of the previous Chairman, Professor Kirkland, now President of the Association, and that no very novel observation is likely to emerge from six months' experience, this report will make a modest attempt to summarize the Committee's recent activities, to indicate some aspects of academic freedom and tenure which have been brought most sharply into focus, and to glance at the immediate future.

III

The tables on page 60 indicate the activities of Committee A for the year and provide a comparison with the preceding four years.

To the unaccustomed eyes of a new Committee member, the past year has brought unexpectedly few complaints of overt interference with academic freedom. Except in the University of Texas situation, no one has reported trouble through classroom lectures, choice of textbooks, or publications offensive to local mores. Two current complaints seem to involve difficult questions of jurisdiction in special research set-ups. In two or three cases (aside from that of the University of Texas) a contributing cause of dismissal may have been activity on the "wrong" side of a matter of local controversy—that is, in exercising the normal privileges of citizenship. But in spite of explosive possibilities in the contemporary political and economic situation, no threatening postwar trend has yet become evident.

Turning to complaints of actual dismissal, be it noted that not a single complainant was dismissed on grounds of incompetence. This is a cause of wonder; for who has not heard the charge that the

Statistical Tables for the Years 1942-1946

TABLE I

<i>Cases:*</i>	1942	1943	1944	1945	1946
Pending January 1	56	69	72	74	71
Revived from former years	8	7	8	5	4
Opened since January 1	85	68	44	43	32
Total dealt with during year	149	144	124	122	107
Closed	80	72	50	51	71
Pending at end of year	69	72	74	71	36

TABLE II

<i>Disposition of Cases:*</i>	1942	1943	1944	1945	1946
Withdrawn by complainant	20	3	8	10	12
Rejected after preliminary investigation...	26	38	29	8	12
Statement published or planned without visits	7	4	6	4	3
Visit of inquiry made or planned	8	19	28	33	20
Adjustment made or being sought	59	59	34	48	44
Procedure not yet determined	29	21	19	19	16
Total	149	144	124	122	107

* Each "case" refers to a single controversy. Committee A also deals with a number of situations not classified as "cases"; such situations are not included in these tabulations.

[During 1946 two reports of Committee A investigations were published: Smith College, Spring, 1946 *Bulletin*; University of Texas, Summer, 1946 *Bulletin*.]

Association makes it difficult to get rid of incompetents? Surely there are still incompetents in the profession. Could it be that institutional ardor for lofty standards has cooled in the presence of multitudinous freshman sections? Is it that administrative kindness shrinks from branding a teacher as no good, preferring to dismiss him under the benevolent pretext of financial exigency, that he may continue to misteach the college generations—in another college?

At any rate the position of the Association is clear: far from protecting the incompetent, it welcomes and facilitates their elimination from the profession. It is inevitable that the Association should take this position, for it accepts the principle that institu-

tions of higher education are conducted for the common good, and the common good demands competence. But in order that incompetents may be eliminated, and incompetents only, the Association insists upon two things: The first is that department heads, deans, and personnel committees shall be honest and courageous in their duty of detecting and eliminating the incompetent during the period of probation. Administrative indifference or cowardice at this stage will account for most "middle-aged" incompetence. The second thing is that when an established teacher is accused of incompetence, he shall be frankly charged with it, given a hearing with due process, and retained or dismissed upon the findings. In addition to these normal protections of due process, the 1940 Statement of Principles on Academic Freedom and Tenure demands one additional safeguard:

In the hearing of charges of incompetence the testimony should include that of teachers and other scholars, either from his own or from other institutions.

No honest administration should fear to put the charges to such a test; and, having acted in the light of the evidence thus obtained, no administration need fear criticism by the Association.

Few dismissals for financial exigency have recently been reported, as was perhaps to be expected at such a time as this, when teachers are scarce and ex-G.I.'s are plentiful. Two current complaints before the Committee are surviving results of the wartime condition of decreased enrollment. Other complaints have come from wartime substitutes who at the time of appointment were not clearly informed of their temporary status. There are two reports of regular staff members who were not welcomed back after wartime absence. In each of these cases, and in a few others, the institution pleads its financial inability to retain the teacher. Whether it really is unable, or whether there is some hidden motive for the dismissal is the problem of Committee A, to be solved in the light of the 1940 Statement that—

Termination of a continuous appointment because of financial exigency should be demonstrably bona fide;

and the fuller paragraph from the 1925 Conference Statement:

Termination of permanent or long-term appointments because of financial exigencies should be sought only as a last resort, after every effort has been made to meet the need in other ways and to find for the teacher other employment in the institution. Situations which make drastic retrenchment of this sort necessary should preclude expansions of the staff at other points at the same time, except in extraordinary circumstances.

One case in which the financial exigency was judged not to be bona fide will probably be reported in an early issue of the *Bulletin*.

A certain amount of the year's trouble has been in the area of personality clashes, variously designated as noncooperation, disloyalty, insubordination, criticism of superiors, incitement of students or colleagues to rebellion, and "unhappiness"—happiness being apparently one of the numerous professorial duties. In only one of the five or six current "noncooperation" cases does the faculty member seem to deserve a considerable share of the blame. Unhappily, when a bad personality situation is allowed to develop to an open break, with public recriminations between a teacher and a dean or department head, the instinct of a college president is to support authority and preserve the administrative machine; the odds are all against the teacher, regardless of how the trouble began.

It may indeed be assumed that seldom in such cases is the fault all on one side. For their part, faculty members should be scrupulously courteous, punctual, and observant of the academic proprieties, performing to the last jot and tittle the many small duties which so annoy the teacher and scholar, but seem for some reason dear to the administrative heart. When this is said and underscored, however, it is still true that faculty members may be unfortunate victims of administrations which have forgotten the etymological significance of the word *cooperation*. Reluctance to obey an arbitrary or unexplained order; failure to harmonize one's research interests with the views of a director or committee; inability to adjust readily to the expectations of a new administrator; criticisms too sharply barbed for the comfort of a thin-skinned administrative officer; disagreement with departmental colleagues

who enjoy the favor of the regnant powers; association as adviser with a student group that is inclined to stir things up—any of these may have an instructor in trouble before you can say *harmony*. Many times such troubles come without anybody's intending to do wrong, and that fact will always keep Committee A supplied with puzzling cases. No doubt, too, there will always be some cases in which charges of noncooperation cover motives for dismissal which an administration does not care to bring into the open; and there is now under consideration a case in which, in the course of "new-broom" reorganizational activities, a teacher was subjected to affronts and indignities, and was dismissed for disloyalty and trouble-making when he vigorously protested.

Apparently the best that the Association can hope for is a lessening of the number of cases in this area. This modest hope will be realized in proportion as administrators learn that loyalty and cooperation are not synonyms of subservience; as teachers school themselves in patience and courtesy; as both groups curb their egos, and in all matters of controversy rise to that objective view of issues which ought to characterize their common profession. As far as faculty members are concerned, their power of impersonal and objective consideration is necessarily conditioned by their relationship with their administrative superiors; hence the problem of cooperation depends upon the concept of college teaching as a profession, in which professor and administrator share jointly in a significant social enterprise and plan jointly for the realization of common ends.

IV

The Association is all-out for competent professors, but the new member of Committee A presently begins to wonder whether competent administration may not be the great unsolved problem of higher education. Arbitrariness, stubbornness, supersensitivity, face-saving, administrative reciprocity, muddling, mismanagement—this depressing pattern may only mean that administrators are human. But consider three current examples. A faculty member of proved ability is kept dangling in uncertain status, "between Heaven and Hell," recommended for promotion by one

department head and for dismissal by his successor, whipped from pillar to post for fourteen years, and finally dropped from service without charges. A professor of more than twenty years' service is dismissed after months of tragi-comic hallway rebukes, invasions of his classroom citadel, stiff-backed exchanges of memoranda with a department head who is an office-neighbor, ludicrous pretenses of hearings—all because, forsooth, an experienced teacher has departed from a course-outline which he professes never to have seen and a copy of which the department head can find only with difficulty. An elderly faculty member is retired without warning at a Board meeting in April, and as late as the following December has not received any official notice of the action (unless an offer of a half-time teaching contract be so construed), nor a penny of the small pension which he was given to understand was the due of retired teachers. Quite possibly no evil was intended in these actions,

But evil is wrought by want of thought,
As well as want of heart.

The Association would never defend a dismissed faculty member who had performed his duties with such incompetence as sometimes seems to flourish with impunity at the administrative level.

Particularly startling, because they are so clearly apparent and so clearly inexcusable, are errors of procedure in cases of dismissal for allegedly justifiable cause. They are apparent, because in every case it is a determinable fact whether charges in writing were or were not preferred; whether an adequate hearing, with the safeguards of due process (including a stenographic record), was or was not conducted prior to the dismissal; and/or whether the dismissal was or was not based upon the findings as shown by the record of the hearing. Such errors are inexcusable, because the correct procedure is specified by the 1940 Statement of Principles which in nine out of ten cases has the endorsement of at least one national association to which the institution belongs or to which it looks for accreditation. It is one of the primary duties of a dean or president to be familiar with this Statement, and it is one of his primary responsibilities to see to its application in specific cases. Yet in

1946 at a number of institutions, generally regarded as respectable, administrators were guilty of grotesque blunders in procedure, unjust in their effect even though no injustice may have been intended.

While the administrator must bear chief blame for such errors, because he works habitually in a world of procedures, teachers themselves are not blameless. The dismissed faculty member in a case recently closed had been for many years a member of the Association, but when his tenure was threatened he seemed unaware of his personal rights, and permitted procedural irregularities to go unchallenged until dismissal was a fact and the case had been referred to the Association. One must wonder how many members have carefully read those fundamental expressions of good academic usage, the 1940 Statement of Principles and its predecessor, the 1925 Conference Statement, which are published each year in the Spring *Bulletin*.

Members of the profession also seem to learn slowly the all-important rule, "Get it in writing." Half a dozen current cases turn upon the point that the complainant mistakenly thought that he had tenure, but could adduce no evidence except his own recollection. It is natural for an administrator, unless specifically questioned, to be reluctant to say that tenure rules are weak or nonexistent; one can even understand, though not condone, his failure to underscore the temporary nature of the position for the benefit of a badly needed and evidently eager appointee. It may be just as natural for a prospective appointee carelessly to take tenure for granted; or, anxious for a job, to be squeamish about asking questions or requesting a written statement on tenure; or, trusting in his own high merits, his professional repute, his long experience, or the geniality of his new president, dean, or department chairman, to assume that the potentially unjust items in the institution's tenure rules will never be applied to him. But when the dismissal comes and the services of Committee A are requested, it is futile for him to say, "I was privately given to understand so and so," or "Why, anybody should know that I would never have left my secure job at X College to accept a probationary status at Y." The institutional reply may be not without pertinence: "He never asked us about tenure," or "Our tenure rules are public

property, and were available to him." The work of Committee A will diminish when prospective appointees learn to ask questions and get the answers in writing.

A word should be said about unsatisfactory tenure rules, locally devised, often with the acquiescence of the local chapter of the American Association of University Professors. When such rules come to the attention of Committee A (frequently in connection with a complaint of dismissal), that Committee does all in its power to persuade the offending institution to improve its rules. But it must be remembered that the only power of the Committee is the power of persuasion. It is hardly feasible to collect and analyze all the local tenure rules of the country and publish a list of "Censured Regulations." As a matter of fact, most institutions, most of the time, behave much better than their rules profess. Regardless of local rules, it is the policy of the Association to urge the observance everywhere of those standards regularly observed by accredited institutions and embodied in the 1925 Conference Statement and the 1940 Statement of Principles. When local chapters are invited to participate in the formulation of regulations, they will do well to recommend outright endorsement of the 1940 Statement of Principles or to submit any proposed code to the scrutiny of the General Secretary or Committee A. And let it be repeated that the prospective faculty member owes it to himself and to the profession to examine the regulations of the institution in which he contemplates working.

A novel and difficult problem has recently arisen. Complaints have been received against the local administration of a certain college which operates under the same Board and President as the State University. It happens that the administration of this State University is already on the Association's censured list. Committee A decided against the investigation requested, on the ground that the public and the profession have already been informed of the unsatisfactory policies and practices of the over-all administration. Such a situation is, of course, to be distinguished from that in which, although there is a single State Board, each institution has its own President; in that kind of situation, the Association's procedure would have to be governed by the apparent culpability of the Board. If there is a tendency toward in-

creased centralization of authority in state higher education, further difficult problems may arise in determining the responsibility for unsatisfactory local conditions.

A matter of passing interest is the relation of the Association to dismissals from administrative positions, usually department headships. Several such cases have been received during the year, including one indignant demand for an investigation of failure to promote the teacher to a deanship. Ordinarily, the Association does not consider dismissal from an administrative position a violation of tenure, unless it involves loss of academic rank or position, or breach of contract—as, for example, when a clear implication of permanence in a department headship was used as an inducement to secure a highly desired person. The Association's interest is in the professor as a teacher or investigator; the success or failure of an attempt on his part to move over (or up, as some would have it) into the ranks of administrators is strictly his own concern.

V

One whose relationship with Committee A is still largely that of an observer cannot be expected to prophesy with confidence. The three dangers cited in the Annual Report for 1945¹ will bear repeating: (1) an impatient disposition in some institutions to brush aside an old-fogy professor who does not adjust readily to some grandiose new objective presumably befitting the atomic age; (2) denial of freedom to all but the top men in experiment stations, scientific bureaus, and other research organizations; (3) a temptation to blame the failure of some ill-conceived and foredoomed course upon the luckless professor designated to teach it, rather than upon the inherently weak nature of the course. To these may be added the omnipresent possibility of trouble over political and social issues (*e. g.*, racial), especially for teachers in the more "exposed" subjects; indeed, if there is a strong national swing to the right, professors of the more "liberal" sort, even in the "safe" subjects, may sometimes find themselves embarrassed by private activities or utterances which would have passed unnoticed in the recent past, when liberalism was more fashionable.

¹ Spring, 1946 *Bulletin*, pp. 5-17.

One danger sign surely points to trouble: the presence on our campuses of large numbers of temporary teachers, appointed to meet the sudden heavy enrollment. When the peak has been passed, undoubtedly many of these will not be retained and there will be complaints. Even if the peak descends gently to a plateau much higher than the pre-war plain, and even if institutions are prosperous enough to retain larger faculties by decreasing the size of classes, nevertheless financial exigency may dictate some reductions of staff. Difficulties may arise also as new Ph.D.'s become available to replace teachers of lesser training. It is vain to hope that all temporary teachers will voluntarily relinquish the prestige of college work, to become again high-school teachers or in the case of women mere wives. Is it equally vain to hope that in the present time of expansion, all deans and department heads, desperate for help, have been invariably candid in making clear to prospective appointees that their jobs are temporary? The answer to that question will determine a certain amount of Committee A's future activity.

Whatever comes, it will be the task of Committee A to adapt the recognized principles of academic freedom and tenure to situations which will differ from those of the past in their details but not in their essential character. It may be assumed that the 1940 Statement of Principles and the 1925 Conference Statement will suffice for the future as they have for the recent past, although from time to time additions will be made to the interpretative and procedural techniques gradually developed by Committee A, the Washington office, and the Association's elective officers and Council.

These principles should be fundamentally adequate because they rest upon a philosophy of American education as related to American democracy. The relationship is inherent in the American democratic scheme, and will be valid as long as the country is committed to a democratic way of life. In contrast with any type of nondemocratic government, which bends people to fit a pre-determined pattern, a democracy constantly adjusts its machinery to the desires of its people. Whether these desires are in the long run happy or disastrous in their effects depends upon the ability of the educational system to produce good leadership and a popu-

lation able to discern and follow good leadership. The key to the whole situation lies in the colleges and universities—that part of the system which is capable of analyzing, of generating new ideas, and of training leaders. For these tasks higher education needs to attract the ablest men of the country, and to assure them that they can do their work without impertinent interference. The essential condition for attracting such men and guaranteeing their freedom to work is security of tenure.

In effect, the Association says to the young man of intellectual promise: "Put your brains at the service of society, train yourself well, undergo an adequate probationary period, and thenceforth work honestly within your area of trained competence, with no concern but to discover and transmit such truth as you can. Along with others who realize your social importance, we shall do our best to see that your efforts are not frustrated, that you are secure in your position, that you are decently supported, and that you are permitted to exercise the normal duties and privileges of citizenship."

If the guarantee of such freedom and privileges implies some risk—risk of errors, even of abuses—it is because democracy itself implies the same risk. It is the risk inherent in every noble enterprise. One recalls the words of Gilbert Murray concerning the ancient Greek ideas of the pursuit of Truth, Freedom, Beauty, and Excellence:

These ideas . . . have been a leaven of unrest in the world; they have held up a light which was not always comforting to the eyes to see. There is another ideal which is generally stronger and may, for all we know, in the end stamp them out as evil things. There is Submission instead of Freedom, the deadening or brutalizing of the senses instead of Beauty, the acceptance of tradition instead of the pursuit of Truth, the belief in hallucination or passion instead of Reason and temperate thought, the obscuring of distinction between good and bad . . . If something of this kind should prove in the end to be right for man, then Greece will have played the part of the great wrecker in human history. She will have held up false lights which have lured our ship to dangerous places. But at any rate, through calm and storm, she does hold her lights.

In many parts of the world today the lights of democracy are

held to be false lights, but in America we believe that they light the road of human progress. While that belief prevails, our Association will fulfill its noblest function in bearing witness to the light.

For the Committee:

University of Alabama

George Pope Shannon, *Chairman*

Personnel of Committee A on Academic Freedom and Tenure: William E. Britton (Law), University of Illinois; Elliott E. Cheatham (Law), Columbia University; Thomas D. Cope (Physics), University of Pennsylvania; F. S. Deibler (Economics), Northwestern University; Henry L. Ewbank (Speech), University of Wisconsin; F. L. Griffin (Mathematics), Reed College; Ralph E. Himstead (Law), Association's Secretariat; A. M. Kidd (Law), University of California; E. C. Kirkland (History), Bowdoin College; W. T. Laprade (History), Duke University; Robert P. Ludlum (History) Association's Secretariat; J. M. Maguire (Law), Harvard University; S. A. Mitchell (Astronomy), University of Virginia; DR Scott (Economics), University of Missouri; George Pope Shannon (English), University of Alabama, *Chairman*; John Q. Stewart (Physics), Princeton University; R. C. Tolman (Physics), California Institute of Technology; and Quincy Wright (International Law), University of Chicago.

ACADEMIC FREEDOM AND TENURE

STATEMENTS OF PRINCIPLES

Editor's Note: In 1925, at a conference called by the American Council on Education, there was formulated a statement of principles concerning academic freedom and tenure. Participating in this conference were representatives of the American Association of University Professors, the American Association of University Women, the American Council on Education, the Association of American Colleges, the Association of American Universities, the Association of Governing Boards, the Association of Land-Grant Colleges, the Association of Urban Universities, and the National Association of State Universities. The statement of principles formulated and agreed upon in this conference, known as the 1925 Conference Statement on Academic Freedom and Tenure, was endorsed by the Association of American Colleges in 1925 and by the American Association of University Professors in 1926.

Since 1934 representatives of the American Association of University Professors and of the Association of American Colleges have met in joint conferences to consider the problems and the principles of academic freedom and tenure. At a conference in 1936 it was agreed that, in view of certain ambiguities in the 1925 Conference Statement, the two Associations should undertake the task of restating these principles. Pursuant to this agreement joint conferences were held in October, 1937, January, 1938, and October, 1938. At the October, 1938 conference a revised statement of principles was agreed upon. This revised statement was endorsed by the American Association of University Professors in December, 1938 and with several amendments by the Association of American Colleges in January, 1940. These amendments necessitated further consideration of the 1938 Statement by the representatives of the two Associations. At a joint conference held in November, 1940 a consensus was again reached and the 1940 Statement of Principles was agreed upon. This statement of principles was endorsed by the Association of American Colleges on January 9, 1941, by the American Association of Teachers Colleges on February 22, 1941, by the American Association of University Professors on December 28, 1941, and by the Association of American Law Schools on December 29, 1946. An adaptation of this statement was adopted by the American Library Association in June, 1946.

1925 Conference Statement

Academic Freedom

(a) A university or college may not place any restraint upon the teacher's freedom in investigation, unless restriction upon the amount of time devoted to it becomes necessary in order to prevent undue interference with teaching duties.

(b) A university or college may not impose any limitation upon the teacher's freedom in the exposition of his own subject in the classroom or in addresses and publications outside the college, except in so far as the necessity of adapting instruction to the needs of immature students, or, in the case of institutions of a denominational or partisan character, specific stipulations in advance, fully understood and accepted by both parties, limit the scope and character of instruction.

(c) No teacher may claim as his right the privilege of discussing in his classroom controversial topics outside his own field of study. The teacher is morally bound not to take advantage of his position by introducing into the classroom provocative discussions of irrelevant subjects not within the field of his study.

(d) A university or college should recognize that the teacher in speaking and writing outside of the institution upon subjects beyond the scope of his own field of study is entitled to precisely the same freedom and is subject to the same responsibility as attach to all other citizens. If the extra-mural utterances of a teacher should be such as to raise grave doubts concerning his fitness for his position, the question should in all cases be submitted to an appropriate committee of the faculty of which he is a member. It should be clearly understood that an institution assumes no responsibility for views expressed by members of its staff; and teachers should, when necessary, take pains to make it clear that they are expressing only their personal opinions.

Academic Tenure

(a) The precise terms and expectations of every appointment should be stated in writing and be in the possession of both college and teacher.

(b) Termination of a temporary or short-term appointment

should always be possible at the expiration of the term by the mere act of giving timely notice of the desire to terminate. The decision to terminate should always be taken, however, in conference with the department concerned, and might well be subject to approval by a faculty or council committee or by the faculty or council. It is desirable that the question of appointments for the ensuing year be taken up as early as possible. Notice of the decision to terminate should be given in ample time to allow the teacher an opportunity to secure a new position. The extreme limit for such notice should not be less than three months before the expiration of the academic year. The teacher who proposes to withdraw should also give notice in ample time to enable the institution to make a new appointment.

(c) It is desirable that termination of a permanent or long-term appointment for cause should regularly require action by both a faculty committee and the governing board of the college. Exceptions to this rule may be necessary in cases of gross immorality or treason, when the facts are admitted. In such cases summary dismissal would naturally ensue. In cases where other offenses are charged, and in all cases where the facts are in dispute, the accused teacher should always have the opportunity to face his accusers and to be heard in his own defense by all bodies that pass judgment upon the case. In the trial of charges of professional incompetence the testimony of scholars in the same field, either from his own or from other institutions, should always be taken. Dismissal for reasons other than immorality or treason should not ordinarily take effect in less than a year from the time the decision is reached.

(d) Termination of permanent or long-term appointments because of financial exigencies should be sought only as a last resort, after every effort has been made to meet the need in other ways and to find for the teacher other employment in the institution. Situations which make drastic retrenchment of this sort necessary should preclude expansions of the staff at other points at the same time, except in extraordinary circumstances.

1940 Statement of Principles

The purpose of this statement is to promote public understanding and support of academic freedom and tenure and agreement upon procedures to assure them in colleges and universities. Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher¹ or the institution as a whole. The common good depends upon the free search for truth and its free exposition.

Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning. It carries with it duties correlative with rights.

Tenure is a means to certain ends; specifically: (1) Freedom of teaching and research and of extra-mural activities, and (2) A sufficient degree of economic security to make the profession attractive to men and women of ability. Freedom and economic security, hence tenure, are indispensable to the success of an institution in fulfilling its obligations to its students and to society.

Academic Freedom

(a) The teacher is entitled to full freedom in research and in the publication of the results, subject to the adequate performance of his other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.

(b) The teacher is entitled to freedom in the classroom in discussing his subject, but he should be careful not to introduce into his teaching controversial matter which has no relation to his subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.

(c) The college or university teacher is a citizen, a member of a learned profession, and an officer of an educational institution. When he speaks or writes as a citizen, he should be free from insti-

¹ The word "teacher" as used in this document is understood to include the investigator who is attached to an academic institution without teaching duties.

tutional censorship or discipline, but his special position in the community imposes special obligations. As a man of learning and an educational officer, he should remember that the public may judge his profession and his institution by his utterances. Hence he should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that he is not an institutional spokesman.

Academic Tenure

(a) After the expiration of a probationary period teachers or investigators should have permanent or continuous tenure, and their services should be terminated only for adequate cause, except in the case of retirement for age, or under extraordinary circumstances because of financial exigencies.

In the interpretation of this principle it is understood that the following represents acceptable academic practice:

(1) The precise terms and conditions of every appointment should be stated in writing and be in the possession of both institution and teacher before the appointment is consummated.

(2) Beginning with appointment to the rank of full-time instructor or a higher rank, the probationary period should not exceed seven years, including within this period full-time service in all institutions of higher education; but subject to the proviso that when, after a term of probationary service of more than three years in one or more institutions, a teacher is called to another institution it may be agreed in writing that his new appointment is for a probationary period of not more than four years, even though thereby the person's total probationary period in the academic profession is extended beyond the normal maximum of seven years. Notices should be given at least one year prior to the expiration of the probationary period, if the teacher is not to be continued in service after the expiration of that period.

(3) During the probationary period a teacher should have the academic freedom that all other members of the faculty have.

(4) Termination for cause of a continuous appointment, or the dismissal for cause of a teacher previous to the expiration of a term appointment, should, if possible, be considered by both a faculty

committee and the governing board of the institution. In all cases where the facts are in dispute, the accused teacher should be informed before the hearing in writing of the charges against him and should have the opportunity to be heard in his own defense by all bodies that pass judgment upon his case. He should be permitted to have with him an adviser of his own choosing who may act as counsel. There should be a full stenographic record of the hearing available to the parties concerned. In the hearing of charges of incompetence the testimony should include that of teachers and other scholars, either from his own or from other institutions. Teachers on continuous appointment who are dismissed for reasons not involving moral turpitude should receive their salaries for at least a year from the date of notification of dismissal whether or not they are continued in their duties at the institution.

(5) Termination of a continuous appointment because of financial exigency should be demonstrably bona fide.

INTERPRETATIONS

At the conference of representatives of the American Association of University Professors and of the Association of American Colleges on November 7-8, 1940, the following interpretations of the 1940 Statement of Principles on Academic Freedom and Tenure were agreed upon:

1. That its operation should not be retroactive.
2. That all tenure claims of teachers appointed prior to the endorsement should be determined in accordance with the principles set forth in the 1925 Conference Statement on Academic Freedom and Tenure.
3. If the administration of a college or university feels that a teacher has not observed the admonitions of Paragraph (c) of the section on *Academic Freedom* and believes that the extra-mural utterances of the teacher have been such as to raise grave doubts concerning his fitness for his position, it may proceed to file charges under Paragraph (a) (4) of the section on *Academic Tenure*. In pressing such charges the administration should remember that teachers are citizens and should be accorded the freedom of citizens. In such cases the administration must assume full responsibility and the American Association of University Professors and the Association of American Colleges are free to make an investigation.

Statement Concerning Resignations, 1929

The following statement was approved at the 1929 Annual Meeting of the American Association of University Professors:

Any provision in regard to notification of resignation by a college teacher will naturally depend on the conditions of tenure in the institution. If a college asserts and exercises the right to dismiss, promote, or change salary at short notice, or exercises the discretion implied by annual contracts, it **must expect** that members of its staff will feel under no obligations beyond the legal requirements of their contracts. If, on the other hand, the institution undertakes to comply with the tenure specifications approved by the Association of American Colleges, it would seem appropriate for the members of the staff to act in accordance with the following provision:

1. Notification of resignation by a college teacher ought, in general, to be early enough to obviate serious embarrassment to the institution, the length of time necessarily varying with the circumstances of his particular case.

2. Subject to this general principle it would seem appropriate that a professor or an associate professor should ordinarily give not less than four months' notice and an assistant professor or instructor not less than three months' notice.

3. In regard to offering appointments to men in the service of other institutions, it is believed that an informal inquiry as to whether a teacher would be willing to consider transfer under specified conditions may be made at any time and without previous consultation with his superiors, with the understanding, however, that if a definite offer follows he will not accept it without giving such notice as is indicated in the preceding provisions. He is at liberty to ask his superior officers to reduce, or waive, the notification requirements there specified, but he should be expected to conform to their decision on these points.

4. Violation of these provisions may be brought to the attention of the officers of the Association with the possibility of subsequent publication in particular cases after the facts are duly established.

Censured Administrations

Investigations by the American Association of University Professors of the administrations of the several institutions listed below show that they are not observing the generally recognized principles of academic freedom and tenure, endorsed by this Association, the Association of American Colleges, the Association of American Law Schools, and the American Association of Teachers Colleges.

Placing the name of an institution on this list does not mean that censure is visited either upon the whole of the institution or upon the faculty but specifically upon its present administration. The term "administration" includes the administrative officers and the governing board of the institution. This censure does not affect the eligibility of nonmembers for membership in the Association, nor does it affect the individual rights of our members at the institution in question, nor do members of the Association who accept positions on the faculty of an institution whose administration is thus censured forfeit their membership. This list is published for the sole purpose of informing our members, the profession at large, and the public that unsatisfactory conditions of academic freedom and tenure have been found to prevail at these institutions. Names are placed on or removed from this censured list by vote of the Association's Annual Meeting.

The censured administrations together with the date of censuring are listed below. Reports of investigations were published as indicated by the *Bulletin* citations.

John B. Stetson University, De Land, Florida (October, 1939 <i>Bulletin</i> , pp. 377-399)	December, 1939
West Chester State Teachers College West Chester, Pennsylvania (February, 1939 <i>Bulletin</i> , pp. 44-72)	December, 1939
Central Washington College of Education, Ellensburg, Washington (October, 1940 <i>Bulletin</i> , pp. 471-475)	December, 1940
Adelphi College, Garden City, New York (October, 1941 <i>Bulletin</i> , pp. 494-517)	December, 1941
University of Kansas City, Kansas City, Missouri (October, 1941 <i>Bulletin</i> , pp. 478-493)	December, 1941
State Teachers College ¹ , Murfreesboro, Tennessee (December, 1942 <i>Bulletin</i> , pp. 662-677)	May, 1943
Winthrop College, Rock Hill, South Carolina (April, 1942 <i>Bulletin</i> , pp. 173-196)	May, 1943
Memphis State College, Memphis, Tennessee (October, 1943 <i>Bulletin</i> , pp. 550-580)	April, 1944
University of Missouri, Columbia, Missouri (Summer, 1945 <i>Bulletin</i> , pp. 278-315)	June, 1946
University of Texas, Austin, Texas (Winter, 1944 <i>Bulletin</i> , pp. 627-634; Autumn, 1945 <i>Bulletin</i> , pp. 462-465; Summer, 1946 <i>Bulletin</i> , pp. 374-385)	June, 1946

¹ Now Middle Tennessee State College.

THE ECONOMIC STATUS OF THE PROFESSION

A FORUM ON WAYS AND MEANS

The statements that follow were presented in a forum on the Economic Status of the Profession at the Thirty-third Annual Meeting of the American Association of University Professors held in Boston, Massachusetts, February 22-23, 1947. The forum was opened by Professor Sumner H. Slichter (Economics) of Harvard University, who spoke informally with reference to the subject as a whole. He was followed by representatives of four Chapters of the Association who reported on the work of their Chapters to improve the economic condition of the profession at their institutions—William A. Neiswanger (Economics), University of Illinois; Warren Taylor (English), Oberlin College; L. G. Moffatt (Romance Languages), University of Virginia; and Vernon A. Mund (Economics), University of Washington.

Professor Slichter stressed the importance of adequate salaries for college and university teachers. He pointed out that the inadequacy of salaries paid college and university teachers presents but a part of "the much broader problem of the financial condition of institutions of higher learning in the United States" and that this problem in its totality is one with which the Association should concern itself. He stated that institutions of higher education in the United States "must develop important new sources of support" and suggested that "much of this support can and should come from industry." "Business enterprises," he said, "are able to use without charge the ever-growing accumulation of scientific and technical knowledge which the research work of colleges and universities is creating." "For this reason," he concluded, "it is fitting that industry should bear part of the cost of creating the scientific knowledge which enterprises use." He also suggested that the increased financial needs of higher education be met in part by increased tuition. To meet the needs of those who could

not afford to pay higher tuition he recommended the establishment of more scholarships. Professor Slichter presented figures concerning faculty salaries based on more complete returns in the questionnaire study upon which he reported in his article, "What Has Happened to Professors' Salaries Since 1940," published in this *Bulletin* in the Winter, 1946 issue. These figures differentiate between publicly controlled and privately controlled institutions. The tabulation of these figures appears as a supplement to this report.

THE EDITOR

University of Illinois

In considering the economic status of our profession we must recognize that we are dealing with a social problem of great importance.

The pecuniary opportunities offered by the various callings in a competitive society determine, to a large extent, the number and quality of the individuals who choose to enter any one of them. The forces of the market, so-called, stimulate activity and employment in some trades and professions, and retard others. As skills are made obsolete or unwanted by technical and social change, declining rates of pay to those possessing the outmoded skills is the economy's way of warning young men of ability that they should look elsewhere in choosing their field of specialization.

Today, if we are to judge by the objective economic measures, the stop signs are posted against the teaching profession. The compensation offered has consistently declined during the past ten years as measured in real income, that is, in money wages adjusted for changes in the purchasing power of the dollar. Professor Slichter's figures indicate that other groups in the economic community have enjoyed greatly expanded income: labor forces, for instance, have been augmented—the go signs are set and expansion is the order of the day. But not so for the teaching profession.

In spite of these objective indications, we of the teaching profession refuse to accept this economic judgment as the will of the society of which we are a part. This is not because of a stubborn pride—it is rather because of our deep conviction of the essential

and enduring values of education, and we have reason to think that this conviction is firmly rooted in American thought. So far as the economic stop and go signs are concerned, we know that they sometimes become jammed as a result of rapid inflation or deflation and for these and other reasons they often fail to reflect the composite judgment of the community.

Such, we are convinced, is the present situation, so that our drive for an improvement in the economic status of the profession is in reality a drive to protect from itself a democracy caught by the inflationary forces of war financing. Our cause, therefore, is in the common welfare and we should take our stand on this ground without embarrassment or reticence because our individual self-interests are involved.

My assignment includes making a grass-roots report of the activities of the University of Illinois Chapter of the American Association of University Professors on the economic front. We have taken the broad point of view suggested. One document issued, requesting that our administration grant a substantial cost-of-living adjustment to the faculty, contains the following statement:

. . .the increased demands on the University for the education of veterans and preparation of citizens for the critical years ahead impose on the University of Illinois the obligation to retain and recruit an adequate and highly qualified professional staff and . . . these ends can be accomplished only if necessary wage and salary adjustments for the academic staff are made promptly. . . .

It is not necessary for me to describe the conditions on the University of Illinois campus which have prompted our local chapter to swing into action to improve the economic status of the profession, for I am sure that the same conditions exist, with minor modification, on all of the campuses represented here. I will not go into the "sob-stories" of faculty wives forced to take employment nor analyze the degrading pressures from which members of our profession are suffering.

The first reaction to the conditions at the University of Illinois was a protest, addressed to the Administration, which declared simply that the fundamental function of the University is educa-

tional and that the academic staff should, therefore, receive salary increases as large, percentage-wise, as those which had been granted the organized nonacademic staff of the University—the carpenters, the plumbers, the clerks and janitors. It is a sad commentary on the status of our profession that any group of professors should have felt it necessary to hitch their wagon to such a star. Yet, some 250 staff members signed this petition. But the movement was unorganized, there was no follow-up, and this action merely had the force of an outraged opinion.

After this episode, which indicated a clear need for organization, members of the faculty came to the officers of the Chapter of the Association and said that if the Chapter would develop a program they would gladly give it their support. Meanwhile a number of valued staff members was lost to industrial employment, more and more new persons were added at “out-of-line” rates, and it became increasingly apparent that OPA would not be able to hold the price-line.

In May, 1946, therefore, a resolution was prepared under auspices of the Chapter proposing a 30 per cent across-the-board increase in faculty salaries. The paragraph previously quoted came from this document. It also differentiated sharply between the cost-of-living type of increase, needed to maintain the relative economic position of the profession in the community, and merit and reclassification increases which are given selectively by administrative officers in recognition of accomplishment and are intended to improve the status of an individual among his associates. We found it necessary to make this clear-cut distinction between cost-of-living adjustments and merit increases.

This paper was signed by 850 members of the teaching and research staff and it was transmitted to the President and to the Board of Trustees.

When this resolution was returned by the Board of Trustees to the Administration for study and final recommendation, the policy committee of the local chapter of A. A. U. P. worked out a more detailed statement of the cost-of-living adjustment as follows:

30% of the first \$4000 of an individual salary
20% of the next \$1000 of an individual salary

10% of the next \$1000 and no per cent of that portion of an individual salary above \$6000.

This formula has the virtue of being regressive with respect to rate. It became known as the "A. A. U. P. 30-20-10 formula." When it was presented to the University Council, that body adopted it in preference to a recommendation of its own subcommittee. Funds necessary to implement the plan were included by the Administration in the budgetary request for the next biennium. The Board of Trustees then approved the budget containing this item. The matter is now before the legislature of the state.

The communication presenting the "30-20-10" formula to the University Council also contained this statement:

Cost-of-living increases should not be confused with merit and reclassification adjustments and changes necessary to remove recently created inequalities (resulting from the employment of new staff at "out-of-line" rates). In the interest of the welfare and future development of the University we urge that vigorous action be taken by the Administration to obtain funds for these purposes in addition to the amount required for the cost-of-living adjustments.

The Administration and the Board of Trustees also approved sizable funds for these purposes.

By this time, staff members were beginning to refer to the Association as "our union." We have always taken the position that we are not a union and that our present activity on the economic front has been induced by the inflation and the resulting crisis in education.

In order to emphasize the other and perhaps more enduring functions of the Association we scheduled several meetings on educational policy. It happened that our new President, George D. Stoddard, had recently come to the campus, had not yet met many of the staff, and had not addressed the faculty as a whole. The Chapter, therefore, sponsored a meeting of the entire faculty, over 2000 members, to hear the new president speak on educational policy. The meeting was entirely successful and had a number of desirable results.

President Stoddard was formerly a member of the Association at the University of Iowa. He understands the objectives of our organization and is acutely aware of the salary problem.

In the course of these events it became apparent that, if the Chapter were to function effectively, it should speak for a large percentage of the faculty. Previously we had been a small group, conservative in our interpretation of the functions of the Association. It is significant that we timidly telegraphed Dr. Himstead for permission to proceed on the economic front before the activity outlined was undertaken. He gave us an enthusiastic authorization to proceed.

Our activities have met with favor among the faculty, and 350 new members have been added to the chapter in the two-month period now ending.

What quality of education the State of Illinois is willing to support, and for how large a number of students, is still to be determined by the legislature in acting on the proposed budget. There seems to be a reasonable expectation, however, that the downward trend of real income for the faculty will be arrested and that the institution will be able to retain and recruit personnel of required competency.

WILLIAM A. NEISWANGER

Oberlin College

During the academic years 1944-1946, after it had requested six of its members to form a committee to study faculty salaries, the Oberlin College Chapter of the American Association of University Professors concentrated its discussions on the following topics: "The Purchasing Value of Oberlin Salaries: 1885-1945," "Bases of Promotion at Oberlin," "The Rate of Promotion in Oberlin," "College Salary Scales," and "Sources of College Income." Early in 1946 the entire membership of the Chapter discussed in detail, in three long meetings, the final report of its Committee and voted to submit the findings and proposals to the General Council of the College for its consideration. That Council is composed, essentially, of administrative officers and permanent members of the faculty above the rank of instructor. The General

Council, thereupon, set up a committee to study the report. That Committee is composed of the President of the College, who is also Chairman of the General Council, and seven elected members.

The findings and proposals of the Chapter's report centered in two needs: first, an immediate temporary cost-of-living adjustment in all faculty salaries; and, second, a permanent upward revision of salaries in all ranks. In June, 1946 the Trustees granted a cost-of-living adjustment for the year 1946-1947 to members of the faculty in all ranks. The question of the ways and means of meeting the second need, a permanent upward revision of salaries, the Committee of the General Council is now studying.

The following points which emerged from the discussions of faculty salaries in the Oberlin Chapter and from the report of the Chapter Committee may be of general interest. The salary scale at Oberlin had remained fixed during a decade when the interest rate on endowment had fallen but the national income had more than doubled and wages had pressed upward. With the rise in the cost-of-living index (Bureau of Labor Statistics), which was 131.7 in May, 1946, the purchasing power of a salary of \$2000 had dropped to \$1520; \$3000 to \$2280; \$4000 to \$3040; \$5000 to \$3800; and \$6000 to \$4560. These amounts do not include deductions for income tax. To have a purchasing power equivalent to that of the years 1935-1939, when the index was one hundred, the teacher whose salary is \$2000 would have to draw \$2630; \$3000, \$3950; \$4000, \$5260; \$5000, \$6580; and \$6000, \$7900. These are the proportions for May, 1946. The cost-of-living index has risen more than twenty points and the purchasing power of salaries is correspondingly lower. A contrast with incomes in other professions which also require extensive graduate work showed the average net income of physicians in 1941 to be \$5047, that of lawyers \$4794, and the median income for nine months for college and university teachers in fifty-two land-grant schools to be \$2727.¹

In 1944-1945 expenditures for the operation and maintenance of plant in colleges and universities dropped 1.8 per cent, but expenditures for instruction dropped 7.3 per cent. Operational

¹ See *Survey of Current Business*, May, 1944, p. 15; the median for teachers is based on figures given in *Higher Education*, January 15, 1945, p. 8.

and maintenance costs had risen to 118.7 per cent of 1939-1940 costs; instructional costs only to 109.8.¹ The national income and the cost of living were rising; but, unquestionably, faculty salaries were either static or lagging.

In the light of such characteristic and significant facts the Oberlin Chapter, through the report of its Committee, made, in addition to a temporary cost-of-living adjustment and a permanent upward revision in salary scale, other proposals. First, expansion of the curriculum of the College into new fields should not jeopardize present general needs. The problem of finding new income to raise salaries to maintain the present program seemed to be more urgent than the problem of finding income for additional departments.

Second, the rate of promotion in the lower brackets, those of instructor and assistant professor, should be accelerated by making minor changes in the established plan of automatic consideration for raise in salary and promotion in rank. This recommendation sought for junior members of the faculty more frequent recognition and encouragement of good work and relief from economic stringency at a time of life when the financial responsibilities of those younger teachers rapidly increase.

Temporary appointments, the Committee believed, should not extend beyond seven years, a principle which the American Association of University Professors had recommended and which the College had been observing. That principle, at the suggestion of the Chapter, the General Council of the College has now formally endorsed. Under it, instructors who show promise of becoming desirable members of the faculty will be able to look forward to regular salary advances and permanent tenure; and, negatively, no person can remain indefinitely in a rank which should be considered probationary.

The Chapter Committee further proposed that teachers of corresponding excellence and value to the institution should receive recognition and salaries equal to those given men in fields where competitive bidding from outside sources, primarily in government and in industry, was prominent. In a liberal arts college,

¹ See House Report No. 214, 79th Congress: "Effect of Certain War Activities Upon Colleges and Universities," pp. 53-54.

especially, the Chapter Committee believed departments not in a favored competitive position should not be allowed to decline in order to maintain departments which have a favorable competitive position. To the Committee, this did not mean that a college should, by disregarding outside offers, willingly acquiesce in the loss of members of the faculty, but rather that the upward movement of salaries in some departments should be regarded as indicative of a condition which justifies the raising of salaries generally.

Unless colleges and universities attract many of the best minds of the nation to their faculties, their staffs, quite obviously, will soon be made up of second- and third-rate men. The entire enterprise, accordingly, will suffer. Both the level and the range of the critical and the creative intelligence in our society will drop.

In competitive bidding with outside sources, the colleges and universities have an advantage in the way of life they offer, a way which would induce men to accept in teaching or research positions two-thirds of the salary they could command in government or in industry. The colleges and universities quite generally over the nation, however, have not yet offered sixty-six per cent of the competitors' figures.

Although the Oberlin Chapter included in its discussions the inevitable question, "Where is the money coming from?" no easy and immediate upswing in appropriations appeared. One remotely encouraging and dramatic fact, however, emerged. Between 1915 and 1919—four years—the salary scale at Oberlin doubled. By 1928—nine more years—it had tripled. As a source of additional income in a school like Oberlin, in which the larger part of the instructional cost is borne by income from endowment, increased tuition but reduces the charge against income at a time when lowered interest rates prevail. For additional income, some conjectured on the return of higher interest rates; others, on diversified or even speculative investments; and still others, recalling Oxford, Cambridge, and the private Canadian universities, such as McGill and Toronto, looked to grants from the federal government. In the end, of course, such questions and the problem of searching the budget to effect savings in all items in educational cost accounting were passed on to the governing bodies of the College.

In their historical perspective, the conclusions of the Chapter seemed to be reasonable and fair. Over the years, since 1928, the salary scale had not increased; living costs had. During the depression in the early thirties, when the College income declined, the faculty accepted a substantial cut. As soon as possible the earlier scale was restored. With the coming of World War II, the faculty responded loyally by accelerating the instructional program to three full terms each year. The services of a great many teachers were required during the summer term. Although the salary rate for summer work was below the normal rate for the upper brackets, the additional income that extra work provided for all ranks postponed the full impact of the rising cost of living. With the ending of long summer terms, all members of the faculty will feel the full impact of the spread between "nominal" and "real" salary. That spread was greater in 1944 than in any period since 1920.

Beyond such specific points as the ones I have summarized, the Chapter reaffirmed its belief in the faculty's participation in the government of the College, which has been one of Oberlin's most cherished traditions for more than a century. None of the Chapter's suggestions and interpretative measures affected the basic structure of the existing legislative processes, the By-Laws, and the tradition. Joint administrative-faculty bodies already existed to study and to frame the budget each year. Under the Oberlin By-Laws, budgetary recommendations are formulated by committees of the three Departments: the Conservatory, the School of Theology, and the College of Arts and Sciences. The President of the College is *ex officio* a member of all three Committees and the Dean of each Department is *ex officio* a member of the Committee of his Department. The other members of the Committees are elected by the Departmental Councils. Budgetary recommendations from the Departments are reviewed by the General Appointments and Budget Committee, which is composed of the President, the three Deans, and seven elected members of the General Council. Proposals from that Committee are reviewed then by the General Council and go from that body as recommendations to the Board of Trustees.

In these legislative processes, a very close relation between ad-

ministrative officers and the faculty is maintained. The President of the College is central in these Committees; he is also Chairman of the General Council, which is composed of approximately one hundred faculty members and administrative officers; and he is also Chairman of the Board of Trustees.

In their discussions and study of faculty salaries, the members of the Oberlin Chapter were deeply mindful and appreciative of the cordial cooperation of the President and other administrative officers: the Vice-President, the Secretary, the Treasurer, and the Investment Executive. All of them either addressed the Chapter or participated on occasion in the discussions of the Committee. Such close cooperation between administrative officers and faculty in a common cause strengthens the morale, the devotion of the faculty to the institution, and the effectiveness of work, as much as any other factor.

The future of liberal education in the arts and sciences is inextricably linked with the future of faculty salaries and the future of liberal education is a common cause between administrative officers and teachers. Its success requires, in a day of high bidding for talent, entirely competent men who will find that the rewards of teaching in colleges and universities adequately justify long and expensive preparation in graduate school.

Beneath the considerations on salaries glowed a deep and profound question: that of the value to society of a professional group of men whose work is to aid in bringing to maturity, in both knowledge and compassion, and with a sense of their freedom and their responsibility, young men and women who can really help in saving man and the world from destruction.

In his book, *Education and World Tragedy*, Howard Mumford Jones has vividly reminded us of the shameful conditions of our time: the endless devastation, pain, and slaughter of two world wars; nationalism bloated on propaganda and hatred; pressure groups intent on promoting their own and not the general welfare; technological preparation for destruction; militarization of higher education. And dogmatists and authoritarians condemn us and display their ways to salvation.

The statement that ours is an age of confusion and bewilderment is, I suspect, a propagandistic sentiment, whispered and

shrieked by those who wish to profit from it. It is a flight from intelligence. Against dogmatic and authoritarian pressures, the end of liberal education is clear; it is to create free men in a free society.

The ideal for all work in Oberlin College President James Harris Fairchild succinctly stated in 1866:

That style of student life which shall most naturally keep open the channels of sympathy with the great interests of the world, at the same time that it brings the faculties under rigorous discipline, must be the true ideal.

That ideal of liberal education remains true today. Only out of knowledge and compassion can men and women build those eminently tangible and meaningful symbols: free, prosperous, and peaceful societies.

The need of our society is simple: a sense of facts and a respect for facts; a sense of fair play and a willingness to play fairly. To be constructive, education must face not only facts and values out of the past but also facts and values in the present and especially their promise for the future of man. Any society which neglects enterprises equipped and staffed to cherish facts and fairness, to impart knowledge and compassion—any society which neglects those values, I say, is moribund. I do not believe that ours is.

From the Oberlin Chapter's study of salaries, I was most impressed by the faith of the faculty in the dignity and the value of their profession.

WARREN TAYLOR

University of Virginia

In the Spring of 1946 it became apparent to many of us that shortly we were going to be faced with a stringent financial crisis in our personal lives. We had two reasons for so believing: (1) All during the war the University had been operating on a year-round basis with an increase of $33\frac{1}{3}\%$ in our salaries for the extra semester, and this was to continue through the Summer of 1946. (Parenthetically, it might be pointed out here that this was not as generous as it might first appear, for while we taught an extra half-year, and the University received a full half-year's tuition

fees from the students, our salaries were increased by only one-third.) With the ending of the accelerated program in September, 1946, and the consequent return to our base salaries, the worst of the pinch would begin to be felt in the Summer of 1947. (2) Our base salaries had been established in 1929, with no adjustments since, and changing economic conditions, not to mention taxes, had considerably altered the relationship of our income to the prevailing cost of living. In this connection there was one further source of irritation. When the salary schedule was established in 1929, provision had been made in it for automatic increases at stated intervals and for a more or less orderly scheme of promotion from one rank to another. But after 1932, in addition to cuts made in salary (which were restored some three years later), the automatic feature of the salary scale fell into abeyance and promotions, rarely made at best, followed a rather whimsical pattern. It was clear then that something had to be done before the fateful summer of 1947 rolled around, in spite of the fact that some small measure of relief came in the form of the so-called "Tuck Formula" (Mr. Tuck being our present Governor) providing for an increase of 24% in the first \$1200 of salary, 12% on the next \$3400, and 6% on all over that. The President of the University encouraged our Chapter to undertake studies and to present proposals to meet the impending crisis, and at all times he showed a most sympathetic understanding of our problem and a genuine desire to cooperate with us in working out a solution of it.

In the Spring of 1946, therefore, the local Chapter of the American Association of University Professors sponsored two meetings, at which certain members selected in advance presented statistics on the economic status of the profession with special reference to local conditions. At the last meeting a committee was appointed to coordinate all the information and statistics available and to study ways and means for effectuating salary increases, all of which was to be incorporated into a report to the President of the University. The result of these activities was a rather long report, finished in the Autumn of 1946, the different parts of the report being prepared by the various members of the committee. It was adopted by our Chapter and was approved in principle by the President of the University.

This report fell into three parts: (1) reasons supporting the necessity of an immediate increase in salaries; (2) a proposed new salary scale, with comments on tenure, automatic increases and promotions. (It was felt that these were particularly germane to the whole question, for no matter how fine a salary scale may be on paper it means little if there is no assurance of tenure or an orderly and well defined method of advancement, both in automatic increases in salary within a given rank and promotion from rank to rank.) (3) Suggested ways and means for implementing the proposed salary increases. It might be interesting to résumé the salient points in each of these parts of the report.

Part I dwelt on the special demands of the teaching profession as to professional preparation, manner of living, expenses necessary to keeping abreast in one's field, and so on, with which items all teachers are of course familiar. There was also a section on our salaries as compared to universities with which we like to be compared, the emphasis here being on the deleterious effects accruing to the University in not having a salary scale which could compete with the best for the best.

The present real value of our base salaries was then presented, adjusted to cost of living and taxation deductions. (It will be recalled that teachers in state institutions did not have to pay a federal income tax until late in the nineteen-thirties.) It was as follows:

	Our Minimum	Value, October, 1946
Professor	\$4500	\$2721
Associate Professor	\$3750	\$2326
Assistant Professor	\$2800	\$1808
Instructor	\$2000	\$1337

The maximum in each rank was: Professor, \$6000; Associate Professor, \$4250; Assistant Professor, \$3400; and Instructor, \$2600, representing real value proportionate to the table above. Even with the "Tuck formula" added, it was deduced that salaries would have to be increased by 31% to 40% to permit the teacher to live on the same standard as he could in 1929 when the scale went into effect. To do this, the minimum salary in each rank would have to be as follows:

Professor	\$7330
Associate Professor	\$6034
Assistant Professor	\$4395
Instructor	\$3032

Part II contained a proposal for a new salary scale, the average in each rank approximating the need as set forth above. It was:

		Normal Increase
Professor	\$6200-8200	\$500 every 3 years
Associate Professor	\$5000-5800	\$200 every 2 years
Assistant Professor	\$3700-4500	\$100 every year
Instructor	\$2600-3200	\$200 every year

There were also recommendations concerning tenure (we recommended those enunciated by the American Association of University Professors in 1940) and concerning automatic increases and promotions, which are too lengthy to detail here and not germane to the main subject.

Part III dealt with possible ways and means of putting into effect the proposed salary increase. All through the report we were careful to stress the fact that it was not simply a temporary increase, a kind of bonus for the emergency, that we were seeking but a new long-term level. We estimated that the proposed salary scale would add about 40% to our present budget for instructional purposes. For the present, and for the next four or five years, we tried to show that this could be absorbed by the provisions of the G. I. Bill. By this bill all veterans may be charged the highest prevailing fee at any given institution. We have two scales of fees at the University of Virginia, those for in-state students and those for out-of-state students, the latter being just about double the former. Heretofore our student body has been about evenly divided between in-state and out-of-state students, but with the influx of veterans some 80% of our students would be paying the larger fees, *i. e.*, those for out-of-state students. Furthermore, our student body would be from 60% to 75% larger than in prewar years, but the increase in the teaching staff would be no more than 30%. We believed that in this way the costs of the salary increases could be met on the short-term basis. For the long run, we recommended the more or less ob-

vious devices: increased tuition fees, more aid from the state, and the raising of an endowment fund. (Incidentally, this University has just embarked on a money-raising campaign.)

This was the report that was adopted by our local chapter with the recommendation that, since it was rather long, had been done with some degree of haste on account of the urgency of the question, and had been written by several different individuals, a small committee be appointed to rewrite and condense the essence of the report, and bring it before the Assembly of Professors for action. Perhaps this term needs some explanation. At the University of Virginia the Assembly of Professors is composed of the entire teaching corps of the University, with its own officers elected by it, which may be called into session by its officers or by a petition of twenty-five members, to consider matters of particular and peculiar interest to the faculty. The local chapter presented its report to this body, which adopted it as its own, and at the same time passed two resolutions, addressed to the President of the University and the Board of Visitors, our governing body. The first of these resolutions requested an immediate increase in salaries of 40%, and the second asked the Board to appoint a subcommittee from its members to consider with the Faculty Committee (elected at the meeting of the Assembly) a permanent revision of the salary scale.

Copies of the report were sent to all members of the Board, and the Faculty Committee requested the President to lay our resolutions before that body. This he did, and the Board appointed its Finance Committee as its subcommittee, and requested it to meet with the Faculty Committee and bring back recommendations. We of the Faculty Committee met with the Board's Committee, whose attitude throughout we found to be sympathetic and understanding, and fully aware of the force of our reasons for a salary increase. The President of the University was subsequently requested to review his budget for the remainder of this fiscal year and all of next (the period of our biennial appropriation) with a view to obtaining the maximum salary increase possible. The President did this and reported his findings to the two committees. The revised scale, as presented by the President, was unanimously adopted by the Board in its meeting in February, and was sent

to the proper state authorities for ratification. While the scale adopted was somewhat short of the 40% requested, yet it represented increases of from 25% to 50% over our base salaries, those in the lower ranks enjoying the larger increases.

It is expected that the work of preparing a permanent salary scale, with the long-term development of the University in view, will be continued by the two committees.

LUCIUS GASTON MOFFATT

University of Washington

The purposes of my report are, first, to review the work of the Chapter of the Association at the University of Washington, with particular reference to our work on salaries, and, secondly, to present certain recommendations of our Chapter to the Council.

During the past two years the Chapter at the University of Washington has been a prime mover in obtaining a general salary increase of 10% in 1945 and a second general increase of 10% in 1946. Without the work of the Association and the support of other cooperating campus organizations, it is generally recognized that these two general increases most likely would not have been forthcoming. In 1944, it may be added, the Chapter also actively assisted an official faculty committee in gaining for the faculty the full amount of the "Little Steel" formula—that is, a 15 per cent increase in the weighted average salary as it existed in January, 1941.

How, it may be asked, did the Chapter at Washington aid in bringing about the attainment of these two recent 10% increases? First of all, our Chapter officers sought to obtain and reflect *total* faculty opinion—not merely that of our members. Since nonofficial faculty meetings are usually poorly attended, it was decided to issue regular monthly bulletins and frequent questionnaires to all of the faculty. Faculty opinion was requested on many issues, including standards for promotion and merit increases, tenure, retirement annuities, sabbatical leaves, educational standards, and desirable changes in the official organization of the faculty. Standing committees were thereupon appointed to study the questionnaire returns and to prepare reports on the problems under consideration. The Executive Committee took care to

appoint men and women to the various committees who were highly qualified for the particular work and who were aggressive, courteous, and willing to work. The reports in all cases were scholarly publications which commanded the respect of the faculty as well as the administration.

One effect of the monthly reports and bulletins which we issued to the faculty was to bring substantial gains in our membership. At the present time well over 300 faculty members (more than one-half of our faculty) belong to the Association. We collect local dues of \$1.00 per year to finance our publications. Since we issue frequent reports to the faculty, we usually have only one general meeting a year which is scheduled for the election of officers. The Executive Committee and the standing committees meet frequently—probably once every two weeks.

In making our salary studies we asked the administration, first of all, for their cooperation and support. In particular we asked the comptroller to obtain for us salary scales—minimum, maximum, and the distribution within a rate range—from the other leading state universities. Upon the basis of these returns we made our request for “in line” treatment. To substantiate our case further, we made studies on the per capita income of the State of Washington and on wages and salaries in industry, shipping, the service trades, and in wholesale and retail commerce. Our standards for comparison on the outside ranged from ship pilots to beauticians and longshoremen.

The effect of our two salary studies was immediate and positive. In each instance faculty support was 100%, and the administration acted promptly to bring our salary scales more nearly “in line” with those of comparable state universities. At the present time our new President, Dr. Raymond B. Allen, is particularly desirous of raising our basic salary schedule to equal that of the very best state universities.

The experience of the Chapter in making studies on salaries and educational standards has led us to formulate certain recommendations which we would like to submit to the Council. In the past, the national organization has taken the lead in improving conditions of faculty tenure. Today, we at the University of Washington would like to see the Council take additional steps in im-

proving teaching efficiency and faculty welfare. In particular, we wish to submit to the Council the following recommendations:

1. The University of Washington Chapter of the American Association of University Professors recommends that the Council of the Association collect and publish annually the salary scales (minimum, maximum, and average) for the various classes of universities. The universities of the country could be classified in the following categories: major private, minor private, major state, and minor state. It is further recommended that the salary data be published in the *Bulletin*.

Effective means, among others, which the University of Washington faculty has employed for securing salary increases have been (1) the collection and presentation of comparative data on faculty salaries, and (2) a united request for "in line" treatment.

2. It is recommended that the Council institute and provide for the publication of studies on merit increase programs which are being observed in the various classes of universities. Such studies should include data on the percentage of merit increases granted in a designated period of time for each faculty rank and data on the average dollar amount of such increases by faculty ranks by individual universities.

3. It is recommended that the Council procure and publish in the immediate future a codified statement of standards for merit increases and promotions of faculty as found in the best of the private and public universities.

4. It is recommended that the Council take the lead in formulating minimum standards on salaries by faculty ranks for the various classes of universities and for various standards of academic accomplishment.

5. It is recommended that the Council take the initiative in encouraging university and college faculties to engage in a continuous review of the expenditure programs of their respective institutions. In particular, it is suggested that these studies show in appropriate detail (1) those functions now being conducted by a university without special fees which are of a subuniversity level (e. g., English composition of high-school level), (2) "fringe" courses now being taught by a university without special fees and often by persons having professorial rank (e. g., specialized

physical education courses dealing with games—darts, archery, etc.), and (3) functions now being performed by a university which, although of university level, incur a cost substantially out of proportion to any resulting benefit.

6. Finally, it is suggested that the Council of the Association can and should expand broadly its leadership, looking toward improvements in the quality of faculty, in the quality of instruction and research in universities, and in the compensation of faculty members.

VERNON A. MUND

Information Relevant to the Problem of Professors' Salaries

Distribution of Minimum Salaries for Full Professors

Minimum Salary	Number of Institutions					
	1940			1946		
	Total	Pvt.	Pub.	Total	Pvt.	Pub.
\$2,000 to 2,499	9	5	4	0	0	0
2,500 to 2,999	23	14	9	5	4	1
3,000 to 3,499	31	18	13	21	11	10
3,500 to 3,999	22	14	8	26	16	10
4,000 to 4,499	8	5	3	30	18	12
4,500 to 4,999	5	3	2	12	8	4
5,000 to 5,499	4	4	0	4	3	1
5,500 to 5,999	0	0	0	2	2	0
6,000 to 6,499	1	1	0	3	2	1
6,500 to 6,999	1	1	0	0	0	0
7,000 to 7,499	0	0	0	1	1	0
7,500 to 7,999	1	1	0	1	1	0
8,000 to 8,499	1	1	0	0	0	0
8,500 to 8,999	0	0	0	0	0	0
9,000 to 9,499	0	0	0	1	1	0
9,500 to 10,000	0	0	0	0	0	0
Total	106	67	39	106	67	39

Percentage Increase in Minimum Salary Scales
for Full Professors Between 1940 and 1946

	Total	Private	Public
No increase	7	6	1
Less than 5.0 per cent	0	0	0
5 per cent to 9.9 per cent	11	8	3
10 per cent to 14.9 per cent	19	11	8
15 per cent to 19.9 per cent	12	4	8
20 per cent to 24.9 per cent	23	13	6
25 per cent to 29.9 per cent	14	12	3
30 per cent to 34.9 per cent	4	3	2
35 per cent to 39.9 per cent	5	3	3
40 per cent to 44.9 per cent	9	6	4
45 per cent to 49.9 per cent	0	0	0
50 per cent to 59.9 per cent	0	0	0
60 per cent	1	1	0
75 per cent	1	0	1
Total	106	67	39

In nearly half of the replying institutions (49 out of 106) minimum salary scales of professors increased less than 20 per cent between 1940 and 1946. The cost of living, as represented by the consumers' price index of the Bureau of Labor Statistics, increased about 53 per cent between 1940 and the end of 1946.

In only 2 cases out of 106 did the increase in the minimum salary scale equal the rise in the index of consumer prices.

The following is the geographical distribution of replies on professors' salaries:

	Number of Institutions		
	Total	Private	Public
New England	17	12	5
Middle Atlantic States	23	21	2
East North Central	27	20	7
West North Central	12	5	7
South Atlantic	7	2	5
East South Central	4	1	3
West South Central	4	2	2
Mountain States	7	2	5
Pacific Coast	5	2	3
Total	106	67	39

The following table shows the changes in tuition charges in public and private institutions between 1940 and 1946:

	Total Pvt. and Public In-State		Private		Public In-State		Public Out-of- State	
	1940	1946	1940	1946	1940	1946	1940	1946
No tuition	8	8	1	1	7	7	0	0
Less than \$50	4	3	1	1	3	2	0	0
\$50-99	18	15	1	1	17	14	2	1
100-149	14	15	1	0	13	15	4	3
150-199	5	8	1	2	4	6	7	6
200-249	5	1	5	1	0	0	8	4
250-299	13	2	13	2	0	0	3	6
300-349	17	12	17	12	0	0	1	4
350-399	13	14	11	12	2	2	2	3
400-449	16	16	16	16	0	0	0	0
450-499	7	14	7	14	0	0	0	0
500	1	13	1	13	0	0	0	0
600	3	3	3	3	0	0	0	0
Misc.	3	3	3 ^a	3 ^b	0	0	19 ^c	19 ^c
Total	127	127	81	81	46	46	46	46

^a Includes 3 colleges where unit costs are charged, including room, board, and tuition—\$620; \$1000; \$1100.

^b Includes 3 colleges where unit costs are charged—\$840, \$1200, and \$1250.

^c Includes 17 institutions where only resident fee mentioned and 2 which stated they charged non-resident fees on a reciprocal basis.

The following is the geographical distribution of replies on tuition:

	Number of Institutions		
	Total	Private	Public
New England	22	17	5
Middle Atlantic	30	28	2
East North Central	29	20	9
West North Central	14	5	9
South Atlantic	9	2	7
East South Central	4	1	3
West South Central	5	2	3
Mountain States	7	2	5
Pacific Coast	7	4	3
Total	127	81	46

Percent Increase in Tuition Charges Between 1940-1946
in 127 Public and Private Institutions

	Total Pvt. and Public In-State	Private	Public In- State	Public Out-of- State
No increase	41	12	29 ^a	14 ^b
Less than 10 per cent	4	4	0	1
10-19 per cent	43	33	10	2
20-29 per cent	17	16	1	4
30-39 per cent	10	7	3	1
40-49 per cent	6	4	2	1
50-59 per cent	2	2	0	2
60-69 per cent	1	0	1	1
70-79 per cent	0	0	0	0
80-89 per cent	2	2	0	0
100 per cent	1	1 ^c	0	1
Misc.	0	0	0	19 ^d
Total	127	81	46	46

^a Includes 4 institutions where the fee charges had been reorganized so as to change amount of tuition but where no real increase had taken place.

^b Includes 3 institutions where change in absolute amount of tuition but not in "real" terms.

^c Not 100% increase in real terms since 1940 tuition did not include fees and 1946 charge did include fees.

^d Includes 17 institutions where only the resident fee was mentioned and 2 which stated they charged non-resident fees on a reciprocal basis.

SUMNER H. SLICHTER

THE STATUS OF THE PROFESSION: ECONOMIC AND OTHERWISE

By WALTER G. O'DONNELL

The Ohio State University

The policies for professional improvement formulated and sponsored by the American Association of University Professors deserve the support of the profession. They also deserve scrutiny and analysis by every member of the profession including those who merely teach and do not share in the privilege and the power frequently associated with the professoriate. The purpose of the comments that follow, from one who may be fairly representative of the many in the lower ranks of the academic hierarchy, is to encourage scrutiny and analysis of some professional policies with special reference to those affecting the economic status of teachers. These comments were inspired by the viewpoint and suggestions presented in "The Association: A Forum on Higher Education" and in the "Symposium on the Economic Status of the Profession" in the Autumn, 1946 issue of this *Bulletin*. They are offered in the hope that they will contribute toward better understanding of the Association's over-all purpose, "...to develop and to strengthen the professional concept of teaching and research."

As the Association seeks to revive the concept of a university as a "community of scholars" and rescue educational administration from the paralytic influence of a corporate discipline that has no place in educational institutions, it is to be hoped that this professional community will become a democratic community. The grave responsibility of perpetuating a democratic way of life cannot be safely entrusted to undemocratic educational institutions. Considering the prevalent spirit and tone of educational organization in the United States, on all levels of learning, it is understandable that democratic ideals remain so far from realization. We tend to teach as we live. It is not easy to teach democracy in an institutional setting of oligarchy or autocracy.

If educational administration in the spirit of a "partnership of trustees, officers, and faculty" is an intermediate step in the direction of a democratic formulation of educational policy, it obviously merits the total support of the profession; but if it is the final end, and an obstruction to democracy in education, it may lead to a new type of educational paralysis. As long as the appointment, promotion, and tenure of the faculty remain in the hands of an administration intent upon an absolute control of educational policy, such devices as joint conferences, representative faculty committees, and faculty councils are apt to become mere rubber stamps for the administration. Formal machinery *per se* for faculty participation in the formulation of educational policy is no guarantee of free faculty enterprise in a genuinely cooperative process. It may remain the same old corporate dictation, with a few useless committees of the faculty "advising" in cautious anticipation of administrative wishes, and nodding assent to administrative decrees. Most faculty meetings are known to be a mockery to the profession. Something more than new administrative machinery is needed. What is needed is a new sense of professional solidarity that will bridge the gulf between administrator and teacher and restore to both, as educators, a common interest in the improvement of educational efficiency through a regeneration of the educational profession. It is a prerequisite of any successful plan to revitalize our educational institutions that there be a fuller utilization of available professional talent in all phases of the educational process. The fundamental problem of democracy is the fullest possible use of human resources by opening the way to the development of talent and to the pooling of intellectual power through a cooperative exchange of thought in the process of policy determination. The fundamental problem of modern educational administration is the same, and its solution must come through the democratic formula.

II

But the improvement of educational administration, and with it the status of the entire profession, has been hampered by persistent divisions within the profession. In striking contrast with the legal and medical professions, the teaching profession is divided

by function and rank. Moreover, the teaching profession operates primarily through institutional forms which complicate the problem of professional cooperation in such matters as economic and social status. Educators who must necessarily work through institutional organization find themselves divided functionally into administrators, research specialists, educational technicians, publicity experts, and teachers. (This order of arrangement is not meant to indicate any priorities of importance.) In this growing specialization of educational service, there is a tendency for some members of the profession to forget that the primary duty of the teaching profession is to educate youth. Just as some teachers forget that they were once students, so, too, many administrators forget that they were once teachers and develop unprofessional attitudes and policies dedicated to false gods of efficiency in servile imitation of "big business" and the old-fashioned industrial discipline long ago discarded by the New Capitalism. The present economic plight of the teaching profession and the resultant educational crisis can be laid squarely in the lap of a profession that has not closed ranks in sensitive resistance to influences inimical to its efficiency and position of respect in society. Educational administrators who have provided repression rather than leadership in the present predicament are entitled to a large portion of the blame. With less income of their own, they might have been more considerate of the falling real incomes of their faculties. Educational statesmanship of high professional caliber is a rarity in these critical days.

Administrative delinquency is not the whole story. The division of the teaching faculty by rank, with promotional practices more or less arbitrary, sets the stage for a kind of internal politics that has demoralized professional standards and eclipsed genuine educational merit. As long as rank and money income are associated, and promotions are made regardless of merit in teaching, privilege and favoritism will divide and demoralize the teaching profession. A subtle fear and servile boot-licking degrade a large portion of our faculties, and a thoroughly scientific and impartial investigation of the actual criteria of professional appointment, promotion, and tenure would reveal startling results. Any program for the professional improvement of educational administra-

tion will result in general futility unless these human relationships are subjected to a searching analysis and correction through a new professional code implemented by a highly scientific, accurate, and fairly administered system of teacher rating for promotional or demotional purposes. A mechanistic approach to the problem can only result in a rearrangement of the educational ritual of kow-tow. Too often any upstart who can tuck the superficial symbol of the Ph.D. under his arm and learn the technique of intellectual servility and pull the strings of preferment can wiggle his way upward in the ranks to a full professorship, regardless of his teaching ability; on the other hand, an independent-minded teacher of intellectual courage and originality can rise to the highest levels of teaching proficiency and remain in the lowest ranks of the professional hierarchy. Reliance upon common observation is enough to support the assertion that in most colleges and universities some of the poorest teaching is done by professors who are shielded by the privileges of seniority, while some of the best teaching is done by instructors and assistant professors who may never join the professoriate. The fetish of seniority, combined with the promotion and ranking of the educational profession with scant regard to real educational service and merit, is a deadening drug making for institutional paralysis in many educational quarters.

As long as this condition prevails, the development of the professional concepts of teaching and research will be a discouraging task, and proposals for cooperation between and among the members of our "communities of scholars" can never measure up to the high expectations of their sponsors. Under present institutional arrangements and promotional practices, faculties are all too frequently dominated by an oligarchy of full professors, many of whom, as beneficiaries of privileges, may have administrative ambitions that further impair their independence and their concern for the best interests of the profession as a whole. Those who are ambitious to become professors, moreover, will be inclined to conformity with the wishes of their superiors in rank, and so on down the line to the lowliest graduate assistant—all bowing in the direction of the Mecca of the Administration, in a pyramid of little oligarchies and cliques dedicated to self-advancement rather than

the general welfare of the profession and the improvement of educational services.

III

If there were established higher standards and tests for admission to the teaching profession on all levels, perhaps through the issuance of state licenses as difficult to secure as those for admission to other professions such as law, medicine and dentistry, the last vestige of reason for the maintenance of an obsolete system of professional hierarchy would disappear and the traditional ranking of college teachers (a hangover from the days of professional apprenticeship) would disappear on the ground that all who are qualified to teach are entitled after a reasonable probationary period to equal rank as members of a learned profession. Any differences of salary upon the basis of ability would have to await a more accurate and objective system of rating of teachers on the basis of merit. Below the college level, where most of the best teaching is done, the trend of progressive educational systems is toward a single salary schedule. There is no sense in paying teachers according to the age of their pupils. If they are paid according to the difficulty of their educational tasks, the elementary and junior high-school teachers ought to take precedence over college professors.

Present trends of thought, manifest in the "Symposium on the Economic Status of the Profession," referred to previously, appear to be towards a recognition of need as the main criterion of professional remuneration, with major emphasis on increasing salaries to meet the increased costs of living. On this same basis, then, support should eventually develop (after the first wave of prejudicial self-interest) for salary differentials in favor of teachers who are married and burdened with the additional needs of dependents, in line with the argument for "A Bill of Rights for the Married Professor" made by Kerby Neill in the Spring, 1946 issue of the *Bulletin*. This would not necessarily mean a subtraction from the salary check of the unmarried teacher but an addition to those with dependents over and above the standard of general remuneration for teachers. It should not be used as a substitute for the general readjustment of professional salaries.

The economic status of teachers cannot be determined by salaries, tenure, and retirement provisions alone. Policies of teacher-rating and promotional policies and practices are equally important, along with all of the relational aspects of professional working conditions. To overlook these related conditions is to open the way to a distortion or evasion of any program to improve the economic status of the profession. Salary schedules may serve to perpetuate economic injustice if promotion and ranking of teachers are based upon considerations other than professional competence. If those appointed to the responsibilities of educating our youth are qualified, why should the traditional system of dividing the profession by rank be continued anyway? How many professors are better teachers than when they were instructors? What degree of certainty is there, in any educational institution, that promotion and rank are the reward for merit? How many promotions are made on the basis of sheer accumulation of years, regardless of the nature of the experience and performance of the passing years? How many promotions are made on the basis of personal favoritism and special privilege? How many are made as a response to clever and skillful individual bargaining, strengthened by the mobility of a person who can assemble offers from other institutions, pack his suitcase in five minutes, and demand a promotion without the burden and inconvenience of "pulling up stakes" and moving a whole family to another community? Under these conditions how can anyone fairly recommend that the financial gap between the various academic ranks of teachers be widened? These divisions of rank among teachers in our colleges and universities are already major contributing factors to faculty dissension, unethical practices, and a fearful and servile attitude most degrading to the whole profession. Rather, the best interests of education and the profession demand a narrowing of the economic gap between ranks to the vanishing point, unless and until promotional practices, teacher-rating, and academic rank can be made more certainly reflective of merit.

IV

It is discouragingly significant that in Sumner H. Slichter's analysis of the problem he suggests salary increases that omit all

mention of instructors, lecturers, and graduate assistants who do a large volume of the teaching, frequently of high quality, in our colleges and universities. Assistant and associate professors are given honorable mention. Some excellent teachers, because of the condition outlined above, are not promoted in rank for many years—sometimes never. One can hardly believe that this glaring omission is indicative of the intention of the professoriate to bypass the lower ranks and allow exploitation to continue unabated among the toilers of our educational system. The thousands of instructors—a large proportion of every collegiate faculty—many of them married, with several dependents, attempting to live at a median of about \$2000 per year are more in need of salary increases than the full professors, many of whom have accumulated some capital and have few dependents who already have a median salary of \$6000 per year. The graduate-assistants, lecturers, and instructors are invited to membership in the American Association of University Professors, and many have joined, without taking the word “Professor” too literally. We have assumed that we are educators—educators all—with common interests that transcend the more or less superficial and unjust distinctions of rank. Personally, I would like to retain this assumption.

Notwithstanding his pertinent recommendations, Professor Slichter's partial approach to and his incomplete analysis of this serious professional problem is unfortunate from the standpoint of the welfare of the profession of education as a whole through a cohesive fellowship of common interest. Again, in the Winter, 1946 issue of this *Bulletin* in his article entitled “What Has Happened to Professors' Salaries Since 1940,” Professor Slichter manifests his grave concern over the financial plight of full professors, emphasizing their poverty by concentrating his attention on their minimum salaries and suggesting that an increase in tuition rates might provide additional sources of increased reimbursement, thus overlooking one of our greatest educational problems: how to make educational opportunities available to more of our young men and women of ability. Again, his attention is focused on an adjustment of professorial salaries to the increased cost of living instead of pointing the way to a permanent bettering of the

economic status of the entire profession. According to reliable statistics compiled in Circular #236 of the U. S. Office of Education, in fifty-one land grant educational institutions the salaries of the presidents, deans, and full professors increased substantially between 1928-29 and 1941-42, while the salaries of the presidents had risen from a median of \$8700 to \$10,542. The salaries of instructors on a nine-month contractual basis decreased from a median of \$2047 to \$1862. If the teaching profession is to attain a professional economic status approximating that of other professions of comparable skill, training, and responsibility, the united effort of all ranks in the profession must be directed towards proportionate increases in all ranks, according to need as well as merit, with concentrated attention upon the modal, average, and median net incomes of the entire profession. When this average net income of the whole teaching profession is raised to the level of the legal, dental, and medical professions (now estimated at over \$5000, according to incomplete reports) then there will be time to talk of a flexible adjustment of professional salaries to fluctuations in the price level, as well as to the increasing national income made possible, in a large degree, by educational services. Only by closing ranks, and standing more closely together on issues affecting their legal, social, and economic status, will the members of the teaching profession gain public recognition of the importance of their functions in the form of a high level of professional remuneration. Nothing could defeat this purpose more quickly than the accentuation of divisions already existing among the various ranks of the teaching profession. The professoriate is not the whole profession.

Emphasis on increased professorial salaries, with an increased spread of incomes between various ranks, is likely to lead to a tightening of promotional policies in order to reduce costs by narrowly limiting the number of full professors in a number of institutions. It would have a tendency to aggravate the existing trend towards the monopolization of faculty powers (if any) by an oligarchy of professors whose interests and inclinations are apt to be more closely allied with the administration than with the rank and file of the faculty. The dog-eat-dog departmental competition, intracollegiate political connivance, and fearful

servility that already characterize the faculties of many educational institutions, would be aggravated by an increase in the differential of financial rewards among various academic ranks. It would tend to further divorce remuneration from merit. It is difficult to see how this financial liberality in the primary interest of a tight little oligarchy of full professors would render the profession more attractive to youth or induce teachers in the lower ranks to remain in an educational system in which increased barriers to promotion and a satisfactory income would be raised by the increased cost of professorships. It is the modal average income of all teachers of all ranks that deserves the utmost attention, and differences in rank and the bases of promotion warrant searching investigation to the extent that these factors affect the distribution of income among the members of the teaching profession.

If equitably distributed on the basis of merit rather than the formalities of rank, the 40% to 75% increase in professional salaries over prewar figures recommended by contributors to the "Symposium on the Economic Status of the Profession" deserves the utmost commendation and concerted action. But a permanent improvement of the economic status of the profession needs a more durable argument and a more lasting foundation than current increases in the cost of living. This is a good starting point, and an understandable reason for a readjustment of professional salaries, but if increasing costs of living constitute the sole reason for raising teachers' incomes, falling costs of living in the future may provide an equally valid argument for reducing these same salaries when falling prices may give rise to demands for retrenchment. Once a fair and satisfactory level of professional remuneration is established at a point comparable to that received in other professions of similar social value, responsibility, and preparatory cost, variations with the index of living costs would serve to maintain the real income of the members of the profession; but the chronic condition of underpayment in the teaching profession should first be remedied by collective action without reference to costs of living except as an incidental factor of aggravation. Upon the attainment of a respectable level of professional income, supplementary measures to secure a steady progression of real income in relation to increasing national income resulting from technological

progress can be sought as just compensation for the contribution of education to the economic progress of the nation.

V

If these comments seem to be heavy with assertion and light with evidence, drawing upon common observation rather than thorough investigation, their tenor can be justified only as suggestions that the members of the American Association of University Professors enter upon their program of improving the economic status of the profession with a united front and singleness of purpose that will penetrate the formalities and consider the fundamental human elements of the problem. To achieve a just perspective in the study of such a wide and complex problem, all phases of economic status are worthy of consideration from the various viewpoints of all members and groups in the profession.

Division of the profession in ranks may prove to be a major stumbling-block in the way of a substantial and permanent improvement of the economic status of teachers. Professional cohesion, and a pervasive loyalty to the welfare of the entire teaching body, appear among the prerequisites of a successful program along these lines. Higher standards of admission to the profession, with a probationary period of carefully supervised internship under ample and attractive terms of remuneration, coupled with a realistic reconstruction and enforcement of a vital code of professional ethics, would go a long way towards restoring the *esprit de corps* and professional solidarity of teachers. Until greater assurance can be given that academic rank conforms to educational merit, objectively or functionally determined, the financial rewards for qualified teaching, at all levels, should be pressed towards a uniform professional compensation sufficiently high to attract our most competent youth to the vocation of teaching. This means that no qualified teacher in any college or university should receive as little as the average amount received by full professors at present. The educational crisis arising out of a chronic shortage of qualified teachers cannot be met by merely adjusting present salary schedules to increased costs of living. The problem goes deeper than that, and the solution must reach to the depth of the problem. If, on the other hand, the maximum

is sought, the resulting compromise is likely to be fairly reasonable and fairly satisfactory. Professional services are on the market, and teachers have to bargain accordingly. But it is not enough to seek and bargain; it is important that we seek an improved economic status *together* in the spirit of professional unity.

The economic status of teachers can be improved to equal that of doctors and lawyers through professional solidarity and by developing a constructive program attuned to the rising public demand for better educational service. Judging from electoral returns on recent school levies, the public is beginning to realize that they cannot afford cheap teaching. But to capitalize on this rapidly shifting public opinion, the teachers must emerge from the cloisters and convince the public of the value of their services. This calls for increased contact between the profession and the public. It means the popularization of education by way of the radio, the lecture platform, and a great expansion of university extension services. It means concerted professional action. It is largely the fault of the profession that it finds itself in its present economic predicament. The teaching profession has within itself the power to secure a substantial improvement of its economic status if all educators, administrators and teachers alike, of all ranks, act as a unit in the furtherance of their common interests, keenly sensitive to all factors affecting educational and professional achievements.

THE LIBERAL ARTS COLLEGE: HOW CAN IT BE LIBERALIZED?¹

By PAUL KLAPPER

Queens College

The liberal arts college is in a state of flux. It seems to flow in all directions. It has therefore come to mean all things to all people. It may be a cloistered institution of high thinking and simple living or it may be a four-year experience in little thinking and pleasant living. It may be an intensely democratizing influence or it may be a finishing school where the atmosphere is heavy with offensive snobbery. It may be, in spite of its name, devoid of the arts and the humanities and illiberal in spirit or it may stress the arts almost to the neglect of science and mathematics. It may be a discipline of mind and spirit, or it may be a fruitless delay of productive years in a promising young life. It may be as vocationalized as a professional school, or it may rigorously exclude all concerns with the major callings by which men live. We cannot even wring from these contrasting forms of the liberal arts college the comforting, though hackneyed, characterization that it is in a stage of transition, for transition implies movement towards identifiable objectives.

Many have essayed the necessary task of crystallizing the idea of the liberal arts college by defining its objectives. So far no such formulation of objectives has been accepted by even a respectable minority of college teachers. Only when these objectives are drawn in terms too broad to carry definite meaning do they gain acceptance. But let these objectives be given a meaningful specificity, and, at once, they divide the college community. There is much panicky floundering in shaping curriculum, and many decisions of scope and purpose are dictated by ex-

¹ Address delivered at the opening of the Centennial Celebration of The City College, New York City, on November 21, 1946.

pediency. These conditions weaken the structure of the liberal arts college and discourage that bold and critical challenge of its standards which is the source of its ultimate strength.

To most young people about to leave secondary school, "going to college" is a glamorous experience. It is the beginning of a new freedom, a dawning consciousness of maturing, an opportunity to exercise newly acquired responsibilities, the approach to new fields of knowledge to be explored under the guidance of scholarly men and women who realize that their students are young men and young women. But for many of our students the first weeks in college are a shattering disappointment. They find in the initial college year too much that is too similar to the preparatory school curriculum.

The young freshman is tested for placement and fills out questionnaires which often pry impertinently into his personal and family life, but which are justified because they are designed to give those who can meet him only casually the background that will help them guide him more surely and more wisely. When all the measuring and questioning are completed, he begins a course of study that was conceived, in all its details, long before he was admitted to college. With unfortunate frequency the freshman of superior ability begins a set of bad habits associated with getting by with less than his best effort.

But the college presents a defense. Its faculties argue that if the preparatory school did its job better they would have to do less teaching of English composition and elementary mathematics and give less remedial help in reading. In counterdefense, high-school teachers ask that we, of the colleges, judge their graduates less by our arbitrary academic expectations and more by standards of citizenship; that we remember always that ours is a selected student body while theirs ranges over the whole scale of normal intelligence; that the college can limit admission while the high school has doors that are wide open by law to youth of all abilities and disabilities. It is not our purpose to adjudicate a long-standing educational difference. We merely observe that at least 50 per cent of those who enter our colleges leave before graduation; that less than 50 per cent are graduated with varying measures of disappointment which are fortunately dimmed by time. In truth, our

young people come to us in expectant hordes and leave in disappointed droves.

II

The time has come to recognize the liberal arts college for what it is—an eclectic institution that seeks to meet the legitimate needs of young people who have a wide range of general and special abilities, markedly varied interests, and even more varied vocational ambitions. By trying to serve everybody in the same way, we serve too few adequately.

Post high-school education must identify the legitimate interests of at least three groups of young people.

First, the boys and girls who are vocationally minded and who are ready by inclination and by circumstance to invest about two years to achieve their aims. To them, the institutes of applied science and art hold out definite promise. In these they should find a nice balance between general and specialized education. The program of general education should be directed towards intelligent and participating citizenship; the program of specialized education should give, not training for a specific calling, but rather for a group of related occupations. The student who attends the institute of retail business should study, in the general curriculum, the fundamentals of contemporary civilization, the fundamentals of physical and biological sciences, the forms of literature, art, and music. He should acquire skill in written and oral speech. In the vocationalized curriculum he should develop the requisite skill in applied elementary mathematics. He should also be given an insight into business practices associated with merchandising. Upon graduation, such a student would be prepared to learn in a mercantile establishment the facts and skills of a specific job. The institute would give all that is essential to quicken adjustment to that job but not the narrow, specific training for it. Its graduate would have an overview and an understanding of a cluster of occupations that form a major division of our industrial and commercial life. These young people constitute no small part of the disappointed students who leave the liberal arts college. While they know what they want, the liberal arts

college does not and, if it did, it is today unready in every sense to meet their needs.

The second group consists of young people whose interests are wider and more scattered and who are not yet ready to make a vocational choice. They need time and experience in order to find themselves. While they are not drawn to any one vocation or even to a group of vocations, they are, nevertheless, not ready to commit themselves to a four-year liberal arts course. These are the young people who are willing to invest two years in general education.

To serve these young people best, we should offer them a two-year unit of study, carefully planned and integrated as a two-year terminal course. This offering is definitely not the first half of the established four-year course. It must be a totally different entity. When an impressive number of students drop out at the end of the sophomore year, the liberal arts college must not permit itself to take comfort in the rationalization that every liberal arts college is also a junior college in its first two years. Those who leave in the middle of the college course may indicate by their very leaving the inadequacy of that which the college offers them. The junior college curriculum must be comprehensive and exploratory. It will serve its clientele best by refraining from eager and envious side glances at the four-year liberal arts college.

The third group of post high-school students should include those whose preparatory studies indicate that they have intellectual interests and are at home in tridimensional thinking. They may have no immediate vocational objective but analysis reveals that, very frequently, apparent inability to select a vocation is really indecision that stems from critical appraisal of the various callings which they have considered. Those whose efforts converge on a vocation have in all likelihood selected one of the professions. Here, then, is the student body that brings most to the liberal arts college and derives from it invigorating sustenance. Here are the young people who ask about the liberal arts curriculum, not what can I do with it, but rather, what can it do for me.

In terms of interests and abilities we have characterized three groups of young people who constitute the student body in a post high-school educational program. It would be unfortunate, for

many reasons, to regard the three respective schools as discrete institutions rather than as three schools that together are a complete college.

The institute of applied science and art, the junior college and the liberal arts college are not necessarily separate educational ladders. To be sure, they may be such for many, perhaps most, of their students. But the maturing young person whose interests change and who reveals capacity for the four-year liberal arts course should be encouraged to continue his education. There must be no educational determinism once a specific curriculum is begun. To regard the three schools as parts of one educational plan facilitates transfer from one to the other and allows for adjustments consistent with changing interests and ambitions. The liberal arts college might serve many of its students best by transferring them to one or the other of the two-year units rather than by carrying them definitely on its own rolls in patient resignation.

Close association among the three units would vitalize all the curricula and give them essential flexibility. The vocational institute would be less likely to slight general education in such an administrative relationship. The liberal arts college might become more vibrant in this proximity to the practical applications of its curriculum material. Educational counsellors confronted by maladjustment between a given student and his curriculum could not only implement their advice but could also ascertain its validity. The highest academic standards can be maintained and strengthened in the liberal arts college, not by wholesale dropping of students, but rather by assigning them an educational program that they can carry with profit and self-esteem. As we observed earlier in our discussion, the college, in trying to serve a heterogeneous group with the same type of curriculum, may serve too few and its standards perforce be lowered.

Institutions with large student bodies and adequate resources can, of course, organize these specialized schools within their own structures. Smaller institutions can establish this program cooperatively on a regional basis. Such a reorganization is imperative because the large-scale elimination from our colleges must be checked by heroic measures. We must avoid waste, both material and human. The material waste is obvious enough. But the ef-

fect of academic failure upon the young and hopeful student is devastating and, far too frequently, seriously underestimated. The interests which bring students to college must be sustained. The promise implicit in their admission must be realized. But neither of these musts is possible, unless and until we make reasonably adequate provision for the great variety of interests and the wide range of abilities.

III

The liberal arts college must become a more inclusive, a more flexible, a more eclectic kind of institution if it is to serve a free people. Perhaps the name, liberal arts, will not be descriptive of its widened scope and its eclectic purpose. But the American college will become more liberal rather than less so, as it makes provision for all the groups that have a legitimate claim on it.

It is obvious that such a college will have not a curriculum, but rather curricula, designed to meet the abilities and the aspirations of its distinctive clienteles. The elements of each curriculum and their relative values should be determined not solely by the faculty of each school. Faculty judgment is often colored by departmental interests and ambitions and loyalty to subjects. Curricula should have their origin, in the main, in divisional councils representing a group of related departments. While recommendations for specific curricular elements may be initiated by departments, they should be subjected to review by both divisional and over-all college judgment which deliberately rises above departmental considerations. The deans and the president should be active participants in the development and modification of curricula for it is in curriculum construction and in the recruiting of personnel that they exercise the most significant aspects of their leadership.

But even this curriculum product should not be regarded as final. A selected group of recent alumni and carefully selected upper class students should be heard. They may not always be articulate. Too often they are reluctant to speak about these matters, and even more often they may be unable to dissociate a teacher from the subject he teaches. But sympathetic and skillful

questioning can overcome these blocs and elicit material that is both revealing and instructive.

We must seek checks on our judgments because of the degree to which each of us is identified with his subject rather than with the idea of general education. We come to teaching direct from the graduate school that concerns itself solely with stimulating the growth of specialized knowledge and refining the methods of specialized research. The postgraduate years spent in digging deep are good years. But they do too little to prepare us for the exacting duties related to teaching undergraduates, only a very small number of whom share our specialized interests. Let us consider those graduate students in English who look forward to teaching in college. At no time during the entire period of their graduate work have they analyzed college curricula in order to ascertain their objectives and, having ascertained these, to try to relate the contribution of English to the total curriculum. At no time have they discussed under experienced guidance the variety of teaching techniques and their relation to the skills and to the aesthetic and social attitudes that English, as a discipline, is expected to develop in college students. They know little of the junior college and less of the preparatory schools—the junior and the senior high schools from which they derive their students. We are proponents of the scientific method, but the greatest danger that confronts us as teachers is rapid crystallization of existing curricula and educative procedures. We teach that life is change and we urge our classes to be dispassionate students of change but we are as wary of change as is any other professional group.

We have summer sessions and evening sessions in which we do more of the same thing. There is too little adaptation of our curriculum and our educative practices to the peculiar conditions of these sessions. The student who does not join our summer session ceases to be our responsibility for three months. For that duration we do not advise him about the work experiences he should seek, if work he must; we do not advise him about his recreation; with rare exceptions, we do not indicate what reading he should do to maintain the continuity of his class work and, what is even more significant, how to enrich it. Special studio courses in the arts, apprenticeships in writing, sustained application to a single field

of knowledge during the long vacation period—these opportunities, not brought to the attention of students, are unfortunately lost. The summer months, for those who do not come to the summer sessions, are often fortuitous rather than profitable and rewarding experiences. We are prone to forget that going to college is a way of living, socially, intellectually, and aesthetically, and that the students' summers are our responsibility too, for ours is a year-round, not a seasonal, responsibility.

The student who comes to our evening sessions for a number of successive semesters is not just another student who attends classes after sundown. He is a different kind of person. The mere fact that he is in a remunerative occupation for regular hours, that he belongs to a union, that he is planning a more rewarding career in his marginal time—all this gives him a different outlook and a different set of values. Are we justified in giving him exactly the same course of study that we offer to the day session student? I plead not for change for the sake of change. It is indeed possible for change to be regressive. I plead rather for an experimental attitude towards what we teach and how we teach it. The proponents of experimentalism must themselves be experimentalists.

More important than the content of a given course is the emphasis on its disciplinary values. There is much to be said for the old reference to subjects of the curriculum as disciplines. Not until a body of knowledge has evolved a logic or a methodology of its own does it acquire the dignity of a subject. That logic or methodology, which is the most vital contribution of a subject to the student, is very often taken for granted. It is assumed, without warrant, that in the very study of the subject the student becomes aware of its logic and acquires a reasonable control of its methodology. An inquiry into the meaning of scientific method among students who have had four or five semesters of a physical or biological science will reveal how baseless is that assumption. Does the student who studies history learn its methodology? Does he, unguided, learn to discriminate between real evidence and yesterday's hearsay; does he identify reasoning from physical causes to socio-political consequences or conversely from effects back to causes? Does he nourish an abiding suspicion of reasoning by analogy because only rarely have two sets of human circum-

stances been basically alike? Does he sense that history studies the present through the past so that he may understand what is, in terms of how it became? The logic of a study—its methodology, its distinctive discipline—this is what is left as a permanent possession after the facts and the manipulative procedures have been long forgotten. Unless we identify these disciplines for our students and, further, instill a deep respect for them, our curriculum is not really liberalizing these students.

If we are in substantial agreement on the function of the liberal arts curriculum, we may be ready to think together about the standards by which students should be admitted, their progress judged and their graduation determined. Nearly all colleges admit on the basis of what a candidate once knew rather than on what he now knows and can now do. Students, even as their teachers, may not know now what they once knew and knew rather well. We must admit students in terms of special objectives and evidence of capacity to achieve them under guidance. We observed earlier that the American college spends too much time teaching secondary school subject matter. Surely this is so in English, both in reading and in communication, in history and social studies, in mathematics, and in fundamentals of science. We must abolish the time requirement for admission to college and for graduation from it. Those who meet the content requirements for admission, whatever the time spent to acquire them, two years or five years, have earned their place in the freshman class. Similarly those who meet the requirements for graduation, as announced in terms of achievement, should be awarded their degrees. It is high time that we break the four-year grip of the secondary school and of the college, and substitute for the quantitative requirements a standard of maturity, determined by intellectual possessions, mastery of specified skills, and identifiable habits of orderly and independent thinking.

It becomes the obligation of each post high-school institution to set forth clearly, courageously, and specifically what it hopes to achieve and what it expects its students to bring to it. I say courageously, because we suffer from an inordinate fear of the charge that we may be dictating to the secondary schools. The fact is that the high schools have diversified their offerings to meet

the real and the assumed needs of their increasing student body. There has been an amazing proliferation of courses in the secondary schools. They now offer almost two hundred different units. Surely then there can be no substance to the charge that the liberal arts college has straight-jacketed the high schools. But if the flow in education is to be continuous and progressive, each stage must be planned in terms of expectation and anticipation. In justice to those who can profit most, intellectually and spiritually, from its program, the college must define, in terms of knowledge, skills, personality traits, and attitudes, its expectation of those who seek admission. The demands which an advanced educational institution makes upon the preparatory institution may well be a stabilizing force in an effectively organized educational structure.

IV

What may we reasonably expect of that distinctly American educational institution, the liberal arts college?

If the college is liberal in spirit as well as in name, it will develop in each student a high tolerance for values and attitudes that differ from his own. He will be quick to sense the hollowness of clichés mischievously designed to trap the unwary. He will revolt against denial of basic civil liberties no matter who denies them. In a word his liberalization will stem from his spiritual emancipation.

The liberal arts college is essentially an agent of our democracy, and as such it derives its sustaining belief that democracy lives by the quality of its leaders. Our democracy has never had greater need for educated leadership than in this day.

Leadership is the total of personal abilities and attitudes that concern themselves with the future. Most people discount the future for the vivid present. To the leader, the inadequate present is the justifying motivation for attaining a future that is consistent with the dignity of human aspiration. The scientist who gives us new controls over nature's forces, the artist who breaks the restraining bonds of accepted style in his quest for new forms of expression, the historian who helps us to a growing understand-

ing of contemporary institutions by giving us ampler knowledge of their genesis—in such men resides the essence of leadership as rich and as vibrant with promise as that exercised by the great social and political reformers. And educated leadership is disciplined, sensitive, and positive.

Not a single significant social or economic problem that confronts us today was unforeseen three years ago. We knew then as we know today that the end of the war would find us acutely short of consumer goods; that those who had things would ask much for them and that labor would need higher wages in order to acquire them; that quickened production was imperative; that added purchasing power would be short-lived; and that the cost of things and services would ascend in a frightening spiral.

We knew then as we know now that the end of the war would find our economy in sore need of redirection for conversion and that, without wise and authoritative redirection, our economy would become unstable.

We knew then as we know today that with demobilization the shortage of housing would become acute—worse, that it would become a menace to health and morals.

We knew then as we know now that intelligent youth leaving the armed forces would try to reclaim some of the precious time it gave to war; that facilities for education would be inadequate. And, most important, that there would be an almost paralyzing dearth of professionally prepared teachers for the greatly increased student body of veterans and nonveterans.

We foresaw these conditions as clearly as we see them now. What did we do? We made blueprints of postwar society. Blueprint became the most used word in the language. We tortured it until the word blueprint became a verb and an adjective as well as a noun. Where then is that leadership that is disciplined and sensitive and positive?

To jar us out of our complacency, to make us apprehensive of the process of muddling through, a new and a different kind of thinking is absolutely essential. It is imperative that in this new type of thinking we accept two basic articles of faith.

First, we must believe that there need not always be a significant

cultural lag; that the process of living need not drag far behind our knowledge of how to live because of alleged limitations inherent in human nature. To believe otherwise is to adopt a blanket excuse for a woeful lack of imagination and enterprise. That is defeatism at its worst. Our process of making war kept pace with our growing knowledge of physics and chemistry and medicine and psychology. There lay victory. There must be no greater cultural lag in civilized living during peace than during horrendous warfare. For this we need leadership, dynamic leadership, in peace as well as in war.

Second, no military victory ever achieved was more meaningful than that which closed World War II. Ours was a victory not only over man but over the very nature of the physical universe. Never was there, then, such an all-pervading need for a world order, for an orderly world in which nations will live by law and the specter of war will be laid forever.

The democracy of genuine scholarship must permeate the whole process of our living, as individuals, as citizens of a nation, and as inhabitants of this One World. Democracy is in essence a willingness to share convictions and responsibility. The true scholar is ever ready to share, and true scholarship is born of free sharing. There is no absolute sovereignty in scholarship. Nations must learn that lesson of sharing which is the essence of scholarship. There must be a free sharing of knowledge of the ways of life, a defined sharing of responsibility, and a proportional sharing of the basic resources which nature has distributed so unevenly over this planet. Such sharing may give form and substance to the universal prayer for enduring peace.

PHILOSOPHY AND THE LIBERAL ARTS COLLEGE

By HOWARD W. HINTZ

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The underlying weakness of higher education in America today is its lack of philosophical content and direction. This, it seems to me, is the sum and substance of the vast amount of contemporary criticism of the liberal arts curriculum and program. It lies at the basis of the two main lines of approach to the problem into which the controversy about higher education has become sharply divided. On the one hand are the "traditionalists," who seek the solution through a return to the classical disciplines with the chief emphasis upon the study of the products of the greatest minds of the past. On the other hand are the "progressives" who see the need being met most effectively by a closer correlation of the curriculum and facilities of the liberal arts college to the actual living conditions which students must meet in the everyday world. To them a return to classical and medieval patterns of thought is retrogressive in an age when the increasing complexity of society and the struggle for an effectively democratic social organization are the primary issues to be met by an adequate intellectual leadership.

In my own reading of the more recent and representative critical appraisals of the present state of American higher education I have been struck not so much by the differences as by the similarities in the arguments of the various critics. This holds true even for those who are supposed by general impression to be in sharply opposed camps.

Everybody who has done any thinking about the liberal arts college of the past half-century knows that there is something basically wrong with it. Its deficiencies are noted primarily in terms

of its end results. In simple terms, it has not turned out truly educated graduates fit to provide the intelligent and constructive leadership which a democratic society, particularly, requires of its best minds. Neither the individual nor society is getting an adequate return on its investment in higher education.

In what respects are college graduates not adequately educated? Do they lack technical proficiency in the arts and sciences? Generally speaking, no. Both sides are agreed on that point. Where, then, is the lack? It exists mainly in terms of values. The people who are expected to lead our society lack integrated purpose and direction. They do not perceive the true ends of living, either for themselves as individuals or for society as a whole. Somewhere, then, formal education has failed in the main job. One school of thought says that these values, which are the most important element in the educational process, can best be taught by a thorough acquaintance with those minds of the past who have been chiefly concerned with values. Hence, read and comprehend the great poets, theologians, philosophers, and creative thinkers of those historical eras in which these areas of the human intellect saw their greatest flowering. The validity and usefulness of the more practical and contemporary types of subjects is not denied, nor is the importance of the life situation method of providing experience in group living through intra-curricular activity. It is simply that these approaches and the ultimate end are secondary to the attainment of culture through "acquaintance with the best that has been thought and said in the world." But note, on the other hand, that the representatives of the opposed group of "progressive" critics do not deny the validity of the "great books" approach. What they object to is its overemphasis which results in a too great neglect of the "life-situation" type of educational experience. Except for the extremists in both camps, there is really not a wide cleavage between the two schools of thought. Hence, a fusion of the opposing viewpoints—since the disagreement is largely one of emphasis rather than of basic principles—would not be too difficult to achieve. And, in the interests of the larger goal and in the light of the imperative need of a radical reorganization of our liberal arts programs, such a fusion should be made as quickly as possible.

II

Let me restate my original proposition. The main trouble with the liberal arts program is that it has been growing increasingly unphilosophical. And since, from every historical, theoretical, and practical point of view, its chief function is to be philosophical, this drift away from the philosophical is tantamount to steady deterioration.

Historically, philosophy and the "liberal arts" are synonymous. In the Middle Ages, when philosophy included the whole body of the sciences and the liberal arts, the universities made it their sole function to train students in philosophical disciplines, to train them in philosophy, to produce, in other words, philosophers. It was sometime later that law, medicine, and theology were regarded as separate but still coordinate disciplines. Of course, the clearest contemporary evidence of the traditionally preeminent position of philosophy in the university program is the Ph.D. degree. Thus, the specialist in Chemistry, Philology, or Physics qualifies for the degree of Doctor of Philosophy, though in many instances he may never have taken even an undergraduate course in Philosophy. Nevertheless, the original intention of the degree and of the academic requirements leading to it are perfectly clear. The implication is that the research scholar is, first of all, a "lover of wisdom" in the literal sense of the term philosophy, not only of wisdom in a restricted and specialized field, but of all wisdom. His specialization is a secondary matter, representing either his quest of the ultimate wisdom through a particular discipline, or his supplementing and refining of the general wisdom with more detailed knowledge of a particular field. In any event, the specialty is the means and not the end; the secondary objective, not the primary one. And so, in all of our liberal arts colleges, we still go through the motions of our traditional and historical function. We still confer Bachelor and Master of Arts degrees. We wear the medieval caps, gowns, and hoods symbolic of liberal arts and "philosophical" training. We still require college teachers to be "Doctors of Philosophy."

And the absolute anomalousness of the situation is that in the liberal arts colleges the study of "Philosophy" in any form has

been so steadily pushed into the background that for a growing number of students it is by this time almost non-existent. To be sure, most colleges still have departments of Philosophy, but their student enrollment is, generally, the lowest in the college. Even in those colleges where an introductory course in Philosophy is still among the basic general prescriptions, the over-all departmental enrollment is still the lowest because of the scant number of students who take any advanced courses in Philosophy, much less elect it as a major field. Nor is this a situation mainly attributable to war conditions. The war has accentuated the downward trend; but the trend was well under way long before the war came.

Philosophy, however, should be regarded by faculty and students alike as the most important subject in the liberal arts curriculum. Obviously, the term philosophy is not here used in any narrow academic sense. Neither must it be interpreted in its traditional all-inclusive sense by which any and all subjects might be regarded as being "philosophical" simply because they constitute a part of human knowledge. Even "natural" philosophy as distinguished from "moral" philosophy is not concerned merely with an accumulation of facts but with the integration of these facts into a meaningful pattern of human experience. The quest for unity in the midst of diversity is still a primary function of the philosophical discipline. Nor should the distinction between "natural" and "moral" philosophy be drawn as sharply as it has been since the 18th century. The cleavage itself is an unphilosophical process, unless the relationship between the two branches is constantly stressed. Nor is the "moral" element any too apparent in the study of those subjects which have become identified with this second branch of philosophy, namely, the social sciences. This is to say that the philosophical basis has largely disappeared from the two main branches of philosophical investigation. More and more have they become isolated and insulated not only from each other but from the parent discipline.

To my mind the two most important functions of philosophy now, as at any other time, are the quest for unity and the quest for values. In both of these respects have our liberal arts colleges failed to fulfill their primary purpose. Let us see to what extent

some representative contemporary critics of the liberal arts program are in basic agreement on this point, even though they may differ widely in their views on the best methods of achieving the desired ends.

For instance, the authors of *Liberal Education Re-examined*, reporting the conclusions of the Committee consisting of Professor Theodore M. Greene and others appointed by the American Council of Learned Societies, lay much stress on the rôle of philosophy and of the philosopher in the liberal arts program. They emphasize the need for leading students toward the comprehension of the total character of human experience and of the interdependence of men's "abiding interest." To quote: "Only as this philosophical synthesis is attempted in each successive generation can we hope to combine man's cognitive achievement and acquire that inclusive understanding of one total situation to which each of the specialized disciplines makes an essential but partial contribution."¹

Mark Van Doren in his *Liberal Education* repeatedly asserts the basic philosophical objective which justifies the concentration of the liberal arts course upon the fundamental "trivium" and "quadrivium" subjects through the extensive reading of the great books of the humanistic tradition. "The one intolerable thing in education is the absence of intellectual design,"² he says. He later suggests that "perhaps the philosopher can best lay the fire of the curriculum" and that "philosophy is the first need everywhere."³ And it is clearly the unifying rôle of philosophy which Van Doren has in mind when he asserts: "The student who can begin early in life to think of things as connected, even if he revises his view with every succeeding year, has begun the life of learning."⁴ In discussing the relationship between science and philosophy he strikes at the very heart of the problem when he comments on the intellectual and philosophical aridity of modern scientific thought. Ideas, he observes, do not come from experiments but from the mind's experience, "and the mind has many mansions." "Philosophy," he goes on, "should have told him

¹ Theodore M. Greene & others, *Liberal Education Re-examined*, New York, 1943, p. 74.

² Mark Van Doren, *Liberal Education*, New York, 1943, p. 10.

³ *Ibid.*, p. 114.

⁴ *Ibid.*, p. 115.

[the scientist] so, but philosophy itself has been asleep."¹ The modern distinction between science and philosophy he sees as amounting to the public sacrifice of philosophy. The two should be mutual critics but, instead, one has degraded the other with the result that philosophy is in disrepute. "This means," he adds, "that even science has lost dimension."² Nevertheless, the student should be constantly reminded of the fact that "in remote corners, the search goes on for a philosophy of science," for it is never too early for him to learn that the problems exist, and for him to realize that philosophy is still the "science of sciences."

If we turn to another major contemporary critic, Alexander Meiklejohn, we find that the chief emphasis in his *Education between Two Worlds*³ is upon the integration of educational systems and programs with the whole social pattern through the attainment of a common set of basic objectives. Reduced to its essence, Meiklejohn's plea is for the rediscovery of human values in an educational system—and in a society—which has rejected its ancient authorities and as yet has found no new ones to take their places. Thus Comenius' principle of unity is to be preferred to Locke's pluralistic concepts; Rousseau's demand for authority is to be heeded as fully as his demand for individual freedom in education; and Dewey's pragmatism, in so far as it lacks a basic standard of directing values, is no longer valid. The State—which is to say society—must control education, but before it can do that it must acquire and impose an authority arising from a common set of social values and goals. That authority must then be the determining force in giving purpose and direction to the educational system from the elementary to the university level. But direction and unity of purpose toward certain ultimate values there must be. As things now stand, the "pressure group" method of conducting our affairs in a competitive society is clearly reflected in our educational institutions.

Moving on to another school of thought, that represented by Algo D. Henderson, with its stress upon the "life-situation"

¹ *Ibid.*, p. 139.

² *Idem.*

³ Alexander Meiklejohn, *Education between Two Worlds*, New York, 1942.

approach to liberal education, we find the same demand for integration, for a clarification of ultimate objectives, and for philosophical direction. Thus, in his *Vitalizing Liberal Education*, Henderson states: "The goal of the educational program is progress in growth. The direction is toward the more perfect society. Growth of the student, in his sensitivity to human values, in his understanding of vital issues, and in his effectiveness for productive effort, personally and in his capacity for social leadership, is a primary requisite for progress in this direction."¹ In various places in this book, Henderson stresses the need for philosophers and for the philosophical approach in the liberal arts program. If it is to do its social job, he believes that the college, "meaning the persons of which it is composed, almost has to be motivated strongly toward some such ideal as the one here propounded, and should take positions of leadership and influence in an effort to bring the ideal to fuller realization in society."²

One could readily go on citing the views of other outstanding critics of contemporary education, such as Maritain, Buchanan, Hutchins, Gideonse, Barzun, to demonstrate the common agreement among the leading exponents of the various divergent schools of thought on one basic point; namely, the urgent need for a new sense of direction and unity of purpose to the liberal arts program. The main conflicts are in the areas of emphasis and method.

III

Looking at the problem realistically, several probabilities seem to me to be indicated. One is that the liberal arts program will undergo some important postwar revisions. Another is that in the vast majority of instances these revisions will take the form of a compromise between the two extreme critical positions. It is, for instance, highly improbable that any considerable number of colleges will adopt the St. John's College type of 100 best books curriculum so fervently advocated by Van Doren. There is, I suspect, more likelihood of revision in the direction of the so-called progressive or life-problem program. At the same time I foresee

¹ Algo D. Henderson, *Vitalizing Liberal Education*, New York, 1944, p. 186.

² *Ibid.*, p. 190.

a concurrent movement toward the humanities in some form or other. The problem is therefore one of control and adjustment of two divergent tendencies. The danger is that the process of compromise and the effort to move in opposite directions at the same time will result in more confusion and aimlessness than prevail at the present time.

The specific proposal which I have to make toward the resolution of the present controversy can be concisely stated. I propose that we bring philosophy back into the liberal arts program. I propose that we restore it to its rightful place, which is at the center of the curriculum. This proposal is directly in line, but not identical, with the recommendations of Professor Max Black in his recent article in the *American Scholar* on "Philosophy—A Hope for Higher Education."¹ Professor Black, along with most of the other critics, notes "the prevailing absence of principle in the organization of liberal and humane studies," and suggests that "philosophy could be and ought to be a center of unification in liberal education."² He calls for a revival of philosophy in the universities as one means of achieving explicit recognition of the philosophical character of the issues involved in current controversies and he stresses the importance to any system of collegiate education of training in philosophical method.

With all of Professor Black's arguments for the revival of philosophical training I am in full accord. My objection is that his claims are too modest and reserved. He states his case in terms of a hope. I should state it as a necessity. Nor is "improvement in syllabus and text, in the scope and quality of instruction" in philosophy courses the only direction in which revision and improvement need to be made. Most important of all, specific practical ways must be found to implement and to bring to actual realization the hopes that philosophy may resume its legitimate position.

The philosophical spirit should permeate the entire length and breadth of the college program. There are two principles which must be basic to this end. One is the organization of the cur-

¹ Max Black, "Philosophy: A Hope for Higher Education," *The American Scholar*, Summer, 1944, Vol. 13, pp. 300-308.

² *Ibid.*, p. 305.

riculum according to a clearly conceived philosophical design; the other is a faculty made up of philosophers. This is, of course, a call for a return to first principles once recognized as axiomatic but subsequently lost sight of.

There are several specific and I believe practicable lines of attack of the problem of restoring philosophy to the colleges. They may be applied singly or concurrently. The adoption of any one or more of these procedures will bring some improvement to the present situation. The first goal and the most difficult of attainment is the staffing of our colleges with philosophers in all departments, with men who will teach these subjects philosophically. Every subject has its own philosophy, which is to say its unifying principles and its relationship to the ultimate goals of society. Every subject should be taught with these elements kept clearly and constantly in mind. Thus history and historical data are two different things. Science is one thing, and scientific data or technological skills are other things. Thus Jacques Barzun speaks utter truth when he says that we need more science rather than less in our schools, that with the vast increase in the number of scientific courses very little real science is being taught. The sciences are humanities in the highest sense of the term but they are rarely presented as such. Hence, states Barzun, "They should be introduced into [the curriculum] as humanities at the earliest possible moment."¹ As a teacher of established humanistic subjects, English and American literature, I should supplement Barzun's point by stating that literature itself is in dire need of being re-introduced into the graduate and undergraduate curriculum as a humanity. To teach literature primarily as a drill in the memorizing of names, dates, and titles or as an investigation of source materials, or as an analysis of forms, or as a glossary of archaic terms is to pervert its true uses and purposes.² Thus, through the dominating influence of our departments of science with their emphasis upon fact-finding technique, the humanistic element has been submerged not only in the sciences but in the traditional "humanities" as well. This perversion has affected

¹ Jacques Barzun, "The Ivory Lab," *Atlantic Monthly*, January, 1945. This article is one of the chapters in Barzun's *Teacher in America*, Boston, 1945.

² Cf. Howard W. Hintz, "The Function of Literary Studies at the Present Time," *The Educational Record*, October, 1942, Vol. XXIII, pp. 642-653.

every division and branch of the academic program. It has all but destroyed the humanistic value of the foreign languages, both classical and modern, and it has dominated the study and teaching of the social sciences.

"The focal importance of values is clear," says Harry D. Gideonse.¹ He is referring to the over-all purpose of liberal education. The only finally effective way in which to inculcate values is by presenting every course in the curriculum, without exception, with a constant emphasis upon the relationship of the subject to all of the other subjects in the curriculum, to the total social pattern, and to the achievement of individual and social fulfillment. This is a matter both of syllabus and of teaching procedure. The Doctor of Philosophy who organizes the courses in Chemistry, English, or Sociology must design these courses along philosophical lines, with a constant awareness of values, moral and ethical, of relationships to the whole body of learning, and of the place of the subject in the ideal development of the individual as a person and as a responsible member of society. And the Doctors of Philosophy who are also specialists in specific disciplines must teach these courses first as philosophers and second as specialists. It is perfectly possible to teach all courses in this way. I have seen it done and done effectively, with much keener student response and with a gain rather than a loss in scholarly and technical competence. Fortunately there are a few philosophers in almost every Department, and these rare spirits are the saving grace of the liberal arts college.²

I realize that I am putting first the most difficult of the possible solutions to the problem. It is the approach which primarily involves personnel—the quality of the teaching staff. And this is in turn directly related to systems of graduate training. Preliminary reforms, therefore, will have to be made first in two other directions: in graduate school procedures and in methods of faculty

¹ Harry D. Gideonse, "The Coming Showdown in the Schools," *Saturday Review of Literature*, February 3, 1945.

² Cf. *Liberal Education Re-examined*, p. 75, "The task of historico-philosophical interpretation does not devolve exclusively upon professional philosophers and historians. Every specialist must be his own philosopher and his own historian, for only thus can he escape preoccupation with meaningless particularity and apprehend the part in an illuminating context."

selection. But I state this matter first because I am convinced that it is not only the ideal but the only ultimately effective solution. If the personnel and course content reforms were made along the indicated lines, we could leave our standard liberal arts curricula pretty much as they now stand, for they were originally conceived on the basis of an integrated philosophical objective. No curriculum is half as important anyway as the teachers and scholars who operate it.

IV

Improving personnel, course content, and procedure are long-term propositions. While we are working toward these ultimate ends, more immediately feasible measures must be taken. In the present chaotic situation time is of the essence. One such measure would be the introduction of a special kind of philosophy course to be required of all students and to be taken in the Freshman year. Its purpose would be orientation, but of a different kind from that provided by any of the existing types of orientation courses with which I am familiar. The objectives would perhaps be largely similar, but the approach would be different. The purpose of the course would be to provide the student with an overall view of the areas of human learning, achievement, and aspirations. It would inform him of the general nature and purpose of each field in which he will pursue his collegiate study and suggest the interdependence and interrelationships of these fields. It would clearly demonstrate to him the fact that advancement in some areas of civilization (such as social relationships) has not kept pace with progress in other directions (such as technology). It would suggest to him the places in which a more concentrated application of human knowledge, intelligence, and effort needs to be made. It would remind him of the importance of parallel advancement on all fronts in the quest of the good life and the good society.

Such consideration will necessarily and inevitably bring up questions of personal and social goals or, in other words, of basic human values. Such training, or at least the solid beginnings of the process, would be the primary aim of the course. It would involve

an understanding of the importance and necessity of value judgments with respect to all aspects of human experience and point to the necessity of clearly conceived personal and social goals. Without indoctrination in any particular set of theological or religious precepts, or reliance upon any specific cultural tradition, these goals could be defined in universally accepted humanitarian terms much as Meiklejohn defines them in *Education between Two Worlds*.

My first course in Philosophy would embrace a substantial reading requirement including some of the books listed in the established "Contemporary Civilization" type of course. But it would not assume that the reading of the books would necessarily bring about the desired end results. The reading material would have to be so selected, organized, and integrated into the pattern of the course that the unifying philosophical aim remained dominant throughout. I have, as a matter of fact, prepared a syllabus of such a course which, on paper at least, seems perfectly feasible on a forty-five semester hour basis. It includes reading from Plato, Aristotle, Bacon, Locke, Comenius, Rousseau, Jefferson, Emerson, William James, Dewey, Mumford, and others. Part of the material is in the form of entire books, some in the form of selections. The reading order is not strictly chronological; it is based upon categories of issues and problems. There are various ways in which such a course might be constructed and still meet the need of providing that "preliminary orientation in the main liberal disciplines" about which Professor Greene and his collaborators observe: "Until this problem is solved college students must continue to fumble their way through college without orientation or intelligent purpose and with intellectual confusion."¹

I do not propose such a course as a substitute for the standard "History of Philosophy" or "Types of Philosophy" courses. Such courses, too, I think, might well be made a part of the prescribed core but should come later, in the Sophomore or Junior year, when they can be better understood and appreciated and when their significance will have been greatly enhanced by the introductory course outlined above. In addition to these two prescribed Philosophy courses, I should suggest a third—"Logic and the Scientific Method." Rational thinking is still not a

¹ *Ibid.*, p. 107.

marked characteristic of our college graduates. Mathematics and classical languages may indeed be helpful in developing this quality but they obviously do not serve the whole purpose. Some specific training in the principles and methods of logical reasoning is sorely needed.

In some colleges one philosophy course—usually in history or in types—is prescribed. In many, no philosophy is required. Thus far, I have proposed three prescribed courses in philosophy. I shall propose a fourth. I do this in full cognizance of the time-consuming factor and of the opposition to be encountered. It is against the current trend. The plea in many places is for a reduced prescribed core. I do not share this point of view. I feel strongly that at least one half of the standard four-year liberal arts credit requirement should be in a prescribed core. On that basis, three or four courses in Philosophy could readily be required in most colleges, without eliminating any present prescriptions. On the other hand, it is probably a mistake to assign the prescribed courses largely, if not entirely, in the first two years. Their purpose would be much better served if they were spread, again according to an intelligent design, over the four-year cycle.

The fourth course in Philosophy which I should propose is reserved for the senior year. It would be patterned after senior seminars now already offered at many institutions, along the lines of the *American Civilization* seminar at Princeton, or of the *American Studies* seminar course at Brooklyn College. Similar courses have been introduced elsewhere. They seek to synthesize and to integrate the material studied in a major field of interest and to relate it more fully to allied fields and to the general cultural pattern. Such courses should ideally be conducted under the aegis of Philosophy departments with the cooperation of the other departments involved in the major field or division around which the course centers. In the existing courses of the type cited above, two or more departments are directly represented on a cooperative basis. Again, there are many ways of achieving the same end result, although integration between the various subjects and disciplines is an essential element, however effectuated.

Actually, of course, it does not matter much whether such integrating courses are given the philosophical label or are sponsored

and supervised by Philosophy departments. Their nature and method will be philosophical nonetheless and, if they fulfill their stated purposes, they will have to be conducted by philosophers regardless of departmental designation. And it is still a fair assumption that the impetus and guidance, if not the actual sponsorship, of such a program should emanate from departments of Philosophy.

There is still another line of approach to the problem, the vertical as well as the horizontal. This proposal is, in a sense, a modification of the "100 best books" idea. It would involve the introduction of one prescribed course each term or semester, from the Freshman to the Senior year, in the reading of a similar and more highly selected group of "best books." This scheme has several advantages. It keeps the philosophical emphasis constantly alive throughout the four-year period. It provides opportunity for covering a wider area of reading material, without devoting the entire curriculum to this purpose. But the effective functioning of such a plan is dependent upon two all-important considerations: the careful selection and organization of the reading material so that it follows some intelligently conceived principle and pattern and is related as far as possible to the courses running concurrently with each term's reading; and the fitness of the persons teaching the reading courses. Unless the course is philosophically designed, and conducted by philosophically-minded people, it will fall far short of the mark.

One immediate objection to this last proposal—and an admittedly valid one—is that it will add even further to the already overlaid prescribed core. However, the additional requirement is not so great as it might at first seem to be, for it is assumed that in the Freshman and Senior years the reading courses would supplant the first and last Philosophy courses proposed under the preceding plan. It is also very possible that further time-saving devices might be used such as the combining or integrating of the reading courses with certain other established and traditional required subjects such as courses in writing, classical civilization, comparative literature, etc. The scheme is one which would necessitate the joint effort and cooperative activity of many departments toward a common end, and that in itself is one of its chief virtues.

Thus, three specific procedures, not mutually exclusive, have been suggested. The first proposes the injection of the philosophical point of view and the adoption of a philosophical principle of presentation in every course in the curriculum, whether it be general or specialized, regardless of department. The second calls for the introduction of additional, more vitally conceived courses in Philosophy, bearing a philosophical emphasis, particularly in the Freshman and Senior years. The third suggests the introduction of well-organized, properly taught reading courses to frame, but not to consume, the four-year undergraduate period. The first principle is pre-eminent. It is a consummation which must be realized regardless of any supplemental procedures. The second and third lines of approach are to be considered as supplemental to the first. One or the other of these plans would be introduced on the presumption that the first idea—that of the philosophical teaching of all courses—is still the primary need. A dozen other schemes, representing modification of those proposed, might be developed. I have felt it desirable to offer something definite, concrete, and practicable in terms of present liberal arts programs. It is high time that part of this whole general discussion be taken out of the realm of the general, the theoretical, and the abstract. Some definite measures, however limited in scope, must be conceived and adopted.

The important thing is not the specific procedure we follow, but that we proceed in some way to meet the need which all serious critics of the situation are agreed upon. That need is the restoration of philosophy to the liberal arts program. I am proposing some ways in which that can be done without too violent a disruption of the existing framework. I have placed the burden of the responsibility upon the departments of Philosophy and upon types of courses naturally related to such departments. I am assuming, with Professor Black, that these departments, by and large, are equipped to meet the challenge. I am assuming, too, that leadership and encouragement will be forthcoming also from administrators and from philosophically minded members of the faculty from all departments. Without such college-wide co-operation and such intelligent, responsible, administrative leadership, teachers of Philosophy will be helpless. I am assuming fur-

ther that Philosophy courses will be revised and revitalized in certain directions and that there will arise within the field a new sense of responsibility and of opportunity. Such revitalization will attract to the field additional competent people who have been discouraged from entering it because of its steady decline in the liberal arts program.

We face a crisis not only in the colleges, but in society. Immediate steps must be taken to curtail, if not to end, the "three-cornered duel" among the classics, philosophy, and science. A major responsibility for taking the initiative in this task and for hastening and implementing the process of restoring philosophy to the liberal arts program rests with the departments of Philosophy. It is high time that philosophy, in the form of its academic and professional guardians, re-asserted its ancient authority and re-established its rightful place at the base of the curriculum. If our philosophers assume a leadership in this movement by the advocacy of some such reasonably practical procedures as have been suggested above, they will be aided and abetted not only by administrators but by many philosophers on their campuses who happen also to be specialists in other disciplines. Such a nucleus must appear on campuses throughout the nation and assume a vigorous leadership in curriculum revision, in cultivating new faculty attitudes, and in ultimately rebuilding the liberal arts structure to meet the desperate needs of a society crying for direction, purpose, "moral cohesion," and an understanding of basic human values.

To meet this need boldly is the bounden duty of whatever true philosophers we have left, wherever they may be found. The survival of civilization depends upon it.

DO THE HUMANITIES HUMANIZE?

By MATHURIN DONDO

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A carpenter, a plumber, a grocer need not spend sleepless nights pondering over the nature and purpose of his trade. He works for a well-defined intent and his ability is measured by concrete accomplishments. Would that the teacher of the humanities could approach his task with equal knowledge of his function and confidence in his pursuit. But at times doubt, perplexity, and even skepticism assail his conscience. In those moments, when all seems "without form and void," one finds a salutary cathartic in laying bare one's soul and making a public confession. Such is the excuse for the following exposé, which inquires into the nature of education in general and the validity of the humanities in particular.

The first stage in education is concerned with the training of the anthropoid animal, the development of the child into an efficient organism best fitted for its function in human society.

In the training of any kind of animal, the fundamental principle is to teach the formation of new habits. A good habit is a well-learned habit put to a useful purpose. It is an acquired reflex. A Saint Bernard dog can be trained to attack as well as to save a wayfarer. Fingers can be taught to pick pockets as readily as to pluck a guitar. The anthropoid animal can be taught to hate, to fear, and to destroy as much as to love, to trust, and to help.

A dog, a cat, and a rat, brought up under appropriate conditions, can be seen playing together, eating together, sleeping together. And so with a Japanese child, the child of an American millionaire, and any other child regardless of race or economic status.

The anthropoid animal will remain a rapacious, greedy, cruel, selfish brute as long as the conditions of life favor those traits and as long as new habits are not encouraged. In other words, primitive types of behavior are retained or disappear according to the mode of life and acquired habits.

Our concern, however, is not with this first phase in education, and the preceding remarks are merely prefatory.

The second step in education is—or should be—the transforming of the anthropoid animal into a human being.

The child becomes human in the measure that he is transmuted into a social being. Man is a talking animal, and through speech he has acquired a new nature and fashioned himself a new world. That world we call civilization. Civilization means the rise of man above his natural level. We may define it: a new pattern of behavior according to certain values created or imagined by the mind of man.

Education, then, is concerned with impressing a new pattern of behavior upon the young. This pattern does not derive from the whim of any particular individual. It conforms to the behavior of the group, or rather to the behavior of the upper portion of the group, the ruling class. The upper or ruling class is most desirous of maintaining and perpetuating what it considers the superiority of its standards. This implies in turn conformity to the established order which guarantees those very standards.

The present standard of social behavior is not good behavior, but proper or fashionable behavior. By this is meant the course of conduct of the ruling class, of the people in power; the people who are trying to make us buy their wares, think their thoughts, and help to kill or cripple their enemies.

In all history, education has been directed by the rulers through their hired representatives. Magicians, druids, priests, teachers, professors are appointed to give instruction according to the dictates of the chief, king, prince, emperor, minister, or board of supervisors, trustees, or regents.

In the Christian era, the Church kept the monopoly of education up to well into the nineteenth century. To lose that monopoly was, in fact, to lose its spiritual control over the people. Needless to add that the Church was the handmaiden of the civil power.

Whenever the State is divorced from the Church, the former in turn claims the sole right to educate the children and to create them in its own image. Thus, in revolutionary France, the Convention inaugurated an educational system of free and compulsory in-

struction to conform to the new political and social order. Soon Napoleon transformed this system to make it fit his military and totalitarian ideal. Later the French educational system changed and evolved according to the democratic progress of the Republic.

Obviously, no reform in education is possible without a change of mind and of heart and purpose of the class in power. A society based on the principles of selfish interest, greed, worship of success, unlimited pursuit of material satisfaction—such a society cannot be expected to develop in the youth other traits than those of greed, aggressiveness, rapacity, selfishness.

No matter what we may pretend to teach in home, school, college, or church, the young will learn only that which offers them an incentive in life. Under present conditions that incentive seems to be primarily material success and material satisfaction.

Education, being the adjustment of the individual to the social organism, is learned as other habits are learned. Mental habits, like physical habits, are not formed by uttering precepts. They are acquired by repeated practice and constant application.

Human behavior can be changed, not by reformers, codes, or ideals, not even by a system of education. It can be changed only by new incentives to learn new habits.

Change the environment and you change the habits. Improve the environment and people need not learn to lie, steal, fear, murder. Living beings are reaction systems. Their behavior can be molded.

What we boastfully call civilization clings to savagery, cruelty, and brutality, because fundamental emotional states are retained, encouraged, and utilized in the endless battle of race, religion, nationality, and selfish interests.

We commonly think of civilization as made up of mechanical devices, books, pictures, buildings, polite conduct, scientific and philosophical knowledge, social and political institutions, ingenious methods of transportation, of communication, and the rest. True, all these achievements are the works of man. But to what degree they may be called civilization depends entirely on the kind of use we make of them.

The modern American high-school graduate considers himself educated. He went through school, as he says, and thereby re-

ceived an education. He is blessed with a motor car, a radio, a phonograph, a bathtub. He goes to the movies, reads the "funnies," and plays baseball. Should he meet Socrates on the street, he would call that uncouth philosopher an ignorant and greasy foreigner. And yet between Socrates and our high-school adolescent there is as much difference as between a vertebrate and an amoeba.

The German youth under Hitler possessed all the mechanical, intellectual, and artistic devices conceived by man. Yet he was trained to pillage, plunder, torture, murder. Was he more, nay, was he as civilized as an Eskimo boy living in a snow house in northern Labrador, in possession of the few implements needed for his daily subsistence, his behavior conforming to the social standard of his community?

What then should the term civilization mean? It should mean a way of life, of a higher, broader, freer, better life lived by the individual for the good of the community.

The community or social group functions according to a certain mechanism of control, a system of polity we call government. An essential duty of education, therefore, consists in explaining this mechanism to the young, in awakening their interest in its performance, and in preparing them to take an active part in its operation. This phase of education should aim to prepare the student for constructive, intelligent, and disinterested participation in the work of government. He should be instructed in the procedures and processes which make for the greatest good of the greatest number of the social unit. This leads to the development of public-mindedness, the creation of right attitudes toward public duties. In this field of learning, as in all others, the formation of good habits should be the main concern, habits of helpful, constructive, participating citizenship. Whatever affects the well-being of the community should find a response in the heart and mind of the student. In this respect the fascist states have given us ample illustration of the molding of youth into a new pattern, of training their will and their emotions no less than their muscles toward a supreme goal, of making the minds, nerves, and sinews responsive to the master's will. The human energy which the totalitarian systems have so efficiently directed toward a nefarious

design can be as readily canalized and turned into the making of a civilized state.

Good citizens and good legislators are not born, they are made. Bad citizens and bad politicians grow as plentifully as weeds in a victory garden. They are a product of nature.

Education proposes to train the mind of youth for better citizenship in a better government.

II

We have dealt so far with general principles applying to education irrespective of any particular degree of school instruction. But it is evident that the psychological tenets of college education do not differ fundamentally from those that have guided the training of youth in the lower stages. No matter what curriculum we may specify, what courses we may require, suggest, or recommend, we still have to deal with the stuff of which human beings are made, and we strive to transmute this stuff into a higher individual, social, and political entity.

Liberal education being our chief concern, it will suffice to examine the very foundation of our teaching, namely, the Humanities.

The humanities deal primarily with things of interest to man as against things theological or divine. They distinguish themselves from the sciences in so far as they seek different values and employ different methods. They include those branches of learning which are taught in the academic courses of colleges.

The humanities are concerned with the appreciation and understanding of the great works of literature, philosophy, art, or more broadly with that which is conceded by their proponents to be the greatest achievements of human endeavor.

Since education aims at training the young to act and think like human beings and not like cattle, it is reasonable to assume that the humanities offer the subject matter best suited for that purpose.

However, since education means also the adjustment of the individual to the social group, we cannot avoid the embarrassing questions: What social group do we represent? What are the life purposes of that group? What does it demand of us in regard to the training of its offspring?

At the outset, it may just as well be frankly stated that if the main interest of the class that hires us resides in the achievement of material success, the acquisition of wealth, the accumulation of mechanical gadgets, and physical comfort; if it demands that we conform our teaching to its ethical, religious, economic, political, and social tenets based on the former assumption, we have no choice but to teach what is best suited for its purpose, or else give up our jobs and sell peanuts at the campus gate.

If our directors or rulers or regents decide that education is a means of helping the individual to get ahead, gain prestige, shrewdness, keenness, sharpness, toughness for a successful career as a rapacious, predatory, and greedy animal, we may just as well forget about the humanities and all the liberal arts as useless, if not harmful and pernicious, subjects of instruction.

Granting, however, for the sake of argument, that the group we serve does not worship success as the chief goal of life, we may proceed with the examination of the humanities and their value in college education. For this purpose a rapid glance at history may help throw some light on the subject.

In the Middle Ages, the university was predominantly professional and vocational. Its principal object was to turn out licensed teachers, doctors in theology, law, and medicine. The Latin and later the Greek authors studied were mainly regarded as providing raw material for the technical equipment of the future graduate.

Came the Renaissance. In the latter part of the fifteenth century, an academy was established by Vittorino da Feltre at Mantua under the protection of Gian Francesco Gonzaga for the training of pupils of both sexes.

This academy, the first of its kind, may be chosen as the type of the classic method of education. The pupils were lodged in appropriate buildings, they met daily to hear the master read and comment upon the classics. They learned portions of the best authors and practiced composition in prose and verse. Care was taken to form their judgment by critical analysis, attention to style, metrics, syntax, and similar matters. During the hours of recreation, physical exercises, fencing, riding, gymnastics, were conducted under qualified trainers.

English youths of today, who spend their time at Eton between athletic sports and Latin verse, and who take a first class in *Litterae Humaniores* at Oxford, are pursuing the same course of physical and mental discipline as the young princes of Gonzaga or Montefeltro in the fifteenth century.

The American youth may be subjected to a more varied discipline, but the purpose of his training is fundamentally the same as that of the princes and rich merchants of the Renaissance.

The purpose of Vittorino da Feltre was to shape the mind and body of his pupils in conformity with the exigencies of a new world, a new political, social, economic, and religious system. The ruling society was permeated by a fresh ideal of culture, the making of a gentleman.

To be a gentleman meant to be well born, and to be acquainted with the rudiments of scholarship and refined diction, to be capable of speaking and writing in choice phrases, to be open to the beauty of the new arts. The gentleman took for his models the great men of antiquity rather than the saints of the church venerated by his medieval forefathers. The gentleman was also expected to be an adept in physical exercises and in the courteous observances which survived from the time of chivalry. The perfect type of the gentleman is set up by Castiglione in his *Cortegiano*, a book which went the rounds of Europe in the sixteenth century.

With but few differences, the type depicted by Castiglione remains the ideal of the present-day gentleman, whose good breeding and social manners are enhanced by at least a veneer of the humanities.

Humanism, which was a new way of conceiving man and the purpose of human life, gave a new impetus to art, letters, philosophy, science, in short, to all intellectual activities. By reconstituting man as a free being, humanism liberated great forces repressed by medieval theological despotism. The Cinque Cento can boast of the paintings by Raphael, da Vinci, Titian, Correggio, of the sculpture by Donatello and Michelangelo; of the architecture by Bramante and Lombardi; of the music by Palestrina; of the poetry by Ariosto.

But the Cinque Cento loosened also the gross appetites and the savage passions of the anthropoid beast. Unrestrained by me-

dieval discipline, Italian society of the Renaissance exhibited an almost unexampled spectacle of brutality, lust, treason, poisoning, assassination, violence, bestiality.

Humanism meant also the release of the jungle man, the freeing of the individual from the restraint of the group. It led to moral and spiritual anarchy, to economic depredation, unlimited greed, inordinate pride and ambition. The energy released by the Renaissance overflowed like a raging torrent, without hindrance of canalization.

The conquest of individual freedom brought with it emancipation from religious autocracy, but the Reformation, by breaking the unity of the Church, engendered the longest, the bloodiest, the most brutal wars in history. In the name of Him who came to teach mankind a religion of love, thousands upon thousands began hating one another, burning one another, killing one another. Religious fanaticism, intolerance, and bigotry are also products of the Renaissance and consequences of humanism.

The concept of universality was ruined both in the domain of religion and of politics. For nationalism was engendered by individualism. National independence was the consequence of individual independence.

Christianity had come into the world in an atmosphere of universalism, at a time when the European social groups had been unified into an entity by means of Hellenic culture and the Roman Empire. With the advent of Christianity, separate national entities, or nationalism, that is to say, pagan tribalism, disappeared. With the Renaissance, the pagan particularism broke loose once more.

The medieval world was ignorant of nationalism. Before the face of the Christian God there existed neither German, nor Frenchman, nor Englishman, nor Jew, nor Gentile.

The progressive development of national individualities tended more and more to become a cult, a narrow and perverse religion, a return to the primitive tribal gods, cruel, vengeful, distrustful, veritable molochs that devour their own children, bloodthirsty idols to be placated with human sacrifice.

Nationalism is a retrogression, a return to the primitive conception of society based on fear of the neighbor, distrust of the

stranger, superiority and sacredness of one's own group, race, color, mores.

It is but just to grant that nations have enriched their personalities by making themselves self-conscious and thereby desirous of manifesting their energies. However, it is fitting to remember that the Italian people at the time of the Renaissance had no national entity. Politically they were divided, torn into pieces by all the great peoples of Europe engaged like wild beasts in the struggle for power. And yet the very time when the Italian people had no national existence is incomparably the most fruitful period in their history. The four giants, Michelangelo, Leonardo, Galileo, Columbus never learned to sing "My country, 'tis of thee."

Needless to remark that capitalism, as an economic system, is another consequence of the unbridled and rugged individualism of the Renaissance. To its unlimited and all devouring greed we undoubtedly owe most of the rapid advancement of material progress and comfort and the enjoyment of our innumerable mechanical gadgets. The capitalist system is nonetheless responsible for the incessant class war, for the perpetuation of scarcity and want in a world of plenty, for periodic depressions and unemployment at the time when millions upon millions of human beings need food, clothing, shelter, for world catastrophies which are becoming more and more frequent and inevitable.

The whole economic system of capitalism is the fruit of a voracious and destructive concupiscence. Here the subordination of the spiritual to the temporal is total, integral, absolute. Mammon is the omnipotent god. The lesser gods of nationalism serve only to obey his will and fulfill his command.

III

This indecent exposure of Renaissance civilization will undoubtedly appear sacrilegious, scandalous, and odious to all lovers of the humanities. But the stark fact is that we have witnessed two world wars in a lifetime and watched the progressive return to bestiality, barbarity, and general inhumanity. And some of us whose duty it is to shape the minds of future generations are assailed by anguishing doubts. Could it be that we have pursued

a false ideal? By the teaching of the humanities can we claim to have transmuted the anthropoid beast into a civilized human?

Let us recall the very large place which the liberal arts and the humanities have played in German education. In the years following the first world war there were a quarter of a million students in the classical and semi-classical schools (that is, in the *Gymnasium* and the *Realgymnasium*), greatly outnumbering the students of the *Realschule*. Can one claim that the emphasis on the liberal arts accounts for the breakdown of German morality? Hardly so. On the other hand, the classics and the liberal arts have not prevented the Germans from developing the most destructive, the most efficient, the most diabolic system of barbarism.

One feels reluctant to admit that humanism has turned itself against man. And yet, such is the immense tragedy of our time.

The spiritual center of life is lost.

Christianity failed. Humanism betrayed it. The forces liberated by individualism have turned loose. They have led us to political, economic, social, and spiritual anarchy.

The world of the Renaissance is doomed. We are witnessing the terrors of its agony. Another world is in the making. As a matter of fact, the world in the last few years has receded from the Renaissance farther than the Renaissance itself had moved away from the Stone Age. Consequently, the problems confronting us bear on the ways and means of conforming our educational system to this new and totally different world.

So far mankind has stumbled along enslaved by its past rather than looking toward the future.

By turning our eyes toward the future instead of toward the past we might find the basis of a new education.

Our civilization from the time of the Renaissance has aimed chiefly at developing the individual at the expense of the social group. It has failed to create a human society. It is rich in material wealth and sterile in spiritual substance.

The first duty of the educator should be to give to the pupil the opportunity to become socially conscious. But as his behavior will necessarily be directed by the pattern of the dominant group, there remains the bigger problem of bettering and reorganizing the social organism itself.

The function of a university, granting that it were free to pursue its purpose, is to serve as a laboratory of thought. Progress was made possible in medicine, chemistry, physics, astronomy, in all sciences, by doubts, by questionings, by testing hypotheses, by critical activities.

We should consider with sedulous care the development of critical consciousness in the minds of our students. We should encourage them to think, speculate, revalue, weigh evidence, become dissatisfied, to judge spiritual and material things according to their worth, to learn to live a fuller life, a freer life, in a freer and more progressive community.

The matter of teaching the individual the art and science of living is not easy. The society in which modern man is called to live and to function is no longer restricted to the clan, the tribe, the nation. Economically and politically, modern man shares the responsibility of existence with the whole human race.

Every human being should be taught to be a contributing member of humanity, an active citizen of the world. All other lessons are derivatives of this primary principle.

Curricula may change from one global war to another. Graduate and undergraduate courses may read like a mail order catalogue. It matters little. Subjects are only tools, not ends.

Courses of study have but one aim: training the individual for socially intelligent and useful behavior.

But how can training be made effective without an incentive? Can we render socially useful behavior as profitable, as desirable, as unsocial or criminal demeanor? Opinions may differ as to what extent profiteering, swindling, thieving, whoring, warring are unsocial. But there can be no doubt about the lucrative rewards of those professions as compared with bricklaying, farming, painting, teaching.

How can the university expect to exert a guiding influence over the community unless it regains the spiritual authority it wielded during the ages of faith? To the higher institutions of learning devolves the sacred task of discovering some illuminating force, some central energy that can and will transfigure the totality of life. It is justifiable to assume that the Humanities will still remain the most adequate agent for achieving that end. If wisely

used as the foundation for the new world, they may again urge the spirit of man to greater creations. They may inspire the people of the earth to build new cathedrals and to sing the victory of Man over the beast.

ACADEMIC FREEDOM AND TENURE

SAN ANGELO COLLEGE

This report is concerned with the dismissal of three members of the Faculty of San Angelo College, a junior college in San Angelo, Texas, and with developments at the College since the dismissals were brought to the attention of the national officers of the American Association of University Professors responsible for its work in relation to academic freedom and tenure. In view of the facts of this situation, stated below, the national officers of the Association believe this report should be published for the information of the academic profession, and especially for the information of teachers who may receive invitations to become members of the Faculty of San Angelo College.

On June 1, 1943 Dr. W. H. Elkins, President of San Angelo College, wrote to three members of the Faculty, all of whom were heads of departments, stating that the Board of Education of the City of San Angelo would meet on June 3 "to consider the faculty of San Angelo College for the year 1943-44" and that: "As conditions are not favorable for your re-election, you may prefer to submit a resignation. If so, may I have it before 5:00 P. M., Thursday, June 3." Two of the teachers to whom these letters were directed had served as members of the Faculty of San Angelo College for fifteen years each; the third had served thirteen years.

This letter from Dr. Elkins was received by two of the teachers on the day of the meeting of the Board of Education to which the communication referred. The letter to the third teacher was never received by the addressee, who was away from San Angelo on June 1-4. Neither of the teachers receiving Dr. Elkins' letter of June 1 chose to comply with the suggestion that he resign; nor did the third teacher resign. The Board of Education voted to dismiss all three, and notices of dismissal were sent to them by Dr. Elkins on June 4.

The three teachers requested the American Association of Uni-

versity Professors to investigate their dismissal. This inquiry was begun through correspondence between the Association's Secretariat and Dr. Elkins and was continued by means of a visit to San Angelo on December 30-31, 1943 of a representative of the Association, Professor Peter A. Carmichael, of the Department of Philosophy of Louisiana State University. Professor Carmichael had correspondence and conferences, in San Angelo and Baton Rouge, with members of the governing board of the College, with administrative officers, with the three dismissed teachers, and with members of the Faculty and other persons possessing information pertaining to the case.

A tentative report of the Association's investigation was prepared, and in January, 1945 copies of the report were sent to the interested parties for correction of possible factual errors and for comment. The findings of the tentative report were:

1. By reason of his length of service, each of the three teachers was entitled to continuous tenure as a member of the Faculty of San Angelo College in accordance with the principles of good academic practice generally observed in accredited institutions.¹
2. The dismissal of the three teachers "without a hearing and on a notice of only two days (if the invitation to them to resign might even be considered a notice)" constituted a serious violation of these principles. "The evidence," stated the tentative report, "indicates that the violation was peremptory and willful."
3. The dismissal of the three teachers was unwarranted. Dr. Elkins' statements in the early stages of the case had indicated that a financial exigency confronting San Angelo College was the cause of the dismissal. Later, in his correspondence with the Association's Secretariat and his conferences with Professor Carmichael, Dr. Elkins stated charges against each teacher which he said could be supported. The evidence showed that a financial exigency was not the reason for the dismissal and that the charges made by Dr. Elkins were not substantiated.
4. The facts indicated that what had brought about the dismissal of the three teachers was not their supposed shortcomings

¹ For text of these principles, see pp. 71-77. These principles have the endorsement of the Association of American Colleges, the Association of American Law Schools, the American Association of Teachers Colleges, the American Library Association, and the American Association of University Professors.

as stated in Dr. Elkins' charges against them, but alleged "non-cooperation" or "disloyalty" on their part. The Association's representative found, however, no convincing proof of noncooperation or disloyalty in any sense normally accepted by wise academic administrators. In this connection, the tentative report stated as Professor Carmichael's conclusion "... that Dr. Elkins and his supporters on the Board of Education appear to believe that he should determine the policy and the Faculty should follow and obey him. Not to do so was thought of as noncooperation. . . ."

In his replies to letters from the Association's Secretariat, Dr. Elkins for many months persistently objected to the tentative report. Until recently he declined, with equal persistence, to present any facts upon which his objections were based.

II

In connection with one of the Association's requests for a statement of such facts, Dr. Elkins wrote in a letter dated November 17, 1945: "...the San Angelo Independent School District will cease to operate a junior college after this year." Another junior college has been established, however, at San Angelo. The new institution, like the old one, is named San Angelo College. Dr. Elkins is president of the new institution, as he was of the former one. The principal difference between the two institutions is that the present college is under the auspices of the Tom Green County Junior College District with a new Board of Trustees, whereas the former institution was conducted by the Independent School District of the city of San Angelo, the county seat of Tom Green County. It seems to the national officers of the American Association of University Professors that with this exception the present San Angelo College should be regarded as essentially the same institution as the former college of the same name. That the new college considers itself intimately connected with the old one is indicated in the following statement in the catalogue for 1946-1947 of the new college: "San Angelo College began operation as a junior college in 1928 as a part of the city school system."

The Board of Trustees of the present San Angelo College has adopted regulations with reference to academic freedom and tenure. Whether these regulations will result in the observance of

generally recognized principles of academic freedom and tenure and will bring about satisfactory faculty-administration relationships at the College depends upon how they are interpreted by the Administration of the College. The situation at San Angelo College at this juncture, therefore, cannot be considered in the light of the adoption of these regulations alone. It must be considered also in the light of Dr. Elkins' conception of the principles of academic freedom and tenure as he himself has stated it and in the light of the results of the application of that conception in his relationships with the Faculty of the College.

Among the "causes for discharge" enumerated in the regulations recently adopted by the Board of Trustees of the College are "conduct prejudicial to the College" and "failure to cooperate." In this connection, on April 8, 1947 the Secretariat of the Association sent Dr. Elkins a revision of the tentative report and informed him that the Committee contemplated publishing the report thus revised. This elicited from Dr. Elkins comments which have been helpful to the Committee in evaluating the situation. Dr. Elkins commented particularly upon the following statement in the Committee's tentative report:

The fact is that Dr. Elkins and his supporters on the Board of Education appear to believe that he should determine the policy and the Faculty should follow and obey him. Not to do so was thought of as noncooperation

With reference to this statement Dr. Elkins wrote:

. . . . I wish to point out that I have never considered it a function of the president of a college to determine *policies*. After the Board has determined *policies*, then it is the function of the president to carry out such *policies*; and where *policies* are concerned, it is the duty of the faculty to follow the instructions of the president. There is no evidence to support a statement that I determined the *policies* of the college under the Board of Education of the San Angelo Independent School District.

Taking Dr. Elkins at his own word, it thus appears that his conception of "cooperation" on the part of faculty members is complete adherence to the views of the governing board as interpreted

and communicated to the Faculty by the President. In the opinion of the responsible officers of this Association, application of such a conception of "cooperation" between the Administration of a college and the members of its Faculty tends to deprive the latter of proper independence of thought and action, and commonly leads to such deplorable results as those reviewed in this report: namely, dismissals of teachers without presentation of charges, without hearings, and with totally inadequate notice, that is to say, in complete disregard of due process as provided in the principles of academic freedom and tenure generally observed by the administrations of accredited colleges and universities.

The regulations of the Board of Trustees of the present San Angelo College do contain provisions relating to academic freedom, including the statement: "The college is committed to the principle of academic freedom." But they also contain provisions placing certain limitations on the exercise of academic freedom, the nature and extent of which limitations must await interpretation by the institution's Administration. Among these provisions are statements that the responsibilities of members of the Faculty in exercising academic freedom include "a realization and appreciation of the position of a junior college instructor," "the avoidance of expressions which may be detrimental to the welfare of the college," and "conduct at all times that will be a credit to the college." These regulations also state that "although a junior college instructor should enjoy the rights of an ordinary American citizen, the principle of academic freedom does not license the instructor to impair the usefulness of or lessen the respect for the institution of which he is a member." As President of San Angelo College, Dr. Elkins will have an important rôle in interpreting and applying these admonitory provisions. His recent record, indicated by this report, as regards observance of the principles of academic freedom and tenure, causes the responsible officers of this Association to fear that Dr. Elkins' interpretation of these provisions may well be unduly repressive.

The facts obtained through prolonged inquiry, by the Secretariat and the representative of the Association in the investigation of the dismissal of the three members of the Faculty referred to above, indicate that in bringing about dismissal of these three teachers the re-

sponsible authorities of the old San Angelo College, and Dr. Elkins in particular, disregarded generally recognized principles of good academic practice with reference to academic freedom and tenure. These facts fail to indicate adequate justification for the dismissals. With Dr. Elkins remaining as principal administrative officer, the national officers of the Association feel no assurance that these principles are likely to be observed in the new San Angelo College.

Approved for publication by Committee A on Academic Freedom and Tenure.

GEORGE POPE SHANNON, *Chairman*

(For personnel of Committee A on Academic Freedom and Tenure see p. 70.)

ANNUAL REPORT OF THE TREASURER

Statement of Receipts and Disbursements For Years Ending December 31, 1945 and December 31, 1946

RECEIPTS	1945	1946
Membership Dues.....	\$62,180.24	\$70,352.70
Bulletin Subscriptions and Sales.....	1,414.38	1,600.23
Advertising.....	237.50	428.60
Interest.....	693.77	725.02
Contributions.....	487.10	552.60
Total Receipts.....	<u>\$65,012.99</u>	<u>\$73,659.15</u>

DISBURSEMENTS		
Salary of General Secretary.....	\$ 9,600.00	\$10,000.00
Salary of Associate Secretary.....	5,000.00	5,500.00
Salaries of Assistants.....	20,457.76	21,676.26
President's Office.....
Treasurer's Honorarium.....	200.00	200.00
Stationery and Supplies (including Printing and Mimeographing).....	1,805.32	2,216.68
Telephone and Telegraph.....	653.13	784.93
Postage and Express.....	1,331.97	1,281.48
Rent.....	3,840.00	3,878.00
Taxes, Insurance and Auditor.....	174.43	175.19
Furniture and Equipment.....	223.43	917.55
Bulletin Printing and Mailing.....	11,453.06	16,627.82
Committee A Field.....	1,403.18	416.26
Committee E Field.....	174.30	191.11
Other Committees Field.....	47.45	45.36
Council Travel.....	3,082.04	3,289.13
Speakers Travel.....	72.80	265.18
American Council on Education.....	100.00	100.00
Total Current Expenditures.....	<u>\$59,618.87</u>	<u>\$67,564.95</u>
Surplus, Current Account.....	5,394.12	6,094.20
Cost per Member.....	3.41	3.44

Summary of Cash and Fund Accounts for the Year 1946

Checking Account, American Security and

Trust Company:

Balance January 1, 1946.....	\$ 6,192.22	
Current Receipts.....	<u>73,659.15</u>	\$79,851.37
Deduct:		
Current Disbursements.....		<u>\$67,564.95</u>
Balance Available December 31, 1946.....		\$12,286.42

Savings Accounts, Harvard Trust Company:

Regular Account..... \$10,002.74

Life Membership Fund

Balance January 1, 1946..... \$915.89

Interest added..... 9.18

Total Life Membership Fund,

December 31, 1946..... 925.07

Total Savings Accounts to be carried

hereafter as one account..... \$10,927.81

United States Savings Bonds:

Purchased in 1943..... \$10,000.00

Purchased in 1944..... 12,500.00Purchased in 1945..... 2,500.00

Total Bonds..... \$25,000.00

Total Assets, December 31, 1946..... \$48,214.23

FLORENCE P. LEWIS, *Treasurer*

Certificate of the Auditor

I have audited the accounts and records of the American Association of University Professors for the year ending December 31, 1946. In my opinion the foregoing statement of cash receipts and disbursements and the summary of cash and fund accounts correctly show the results of operations and the changes in the cash and fund accounts of the American Association of University Professors for the years 1945 and 1946.

(Signed) RICHARD N. OWENS
Certified Public Accountant, Illinois, 1923

CONSTITUTION

Article I—Name and Object

1. The name of this Association shall be the American Association of University Professors.
2. Its object shall be to facilitate a more effective cooperation among teachers and investigators in universities and colleges, and in professional schools of similar grade, for the promotion of the interests of higher education and research, and in general to increase the usefulness and advance the standards and ideals of the profession.

Article II—Membership

1. There shall be four classes of membership: Active, Junior, Associate, and Emeritus.
2. Active Members. Any university or college teacher or investigator who holds a position of teaching or research in a university or college in the United States or Canada, or in the discretion of the Council in an American-controlled institution situated abroad, or in a professional school of similar grade, may be nominated for Active membership in the Association.
3. Junior Members. Any person who is, or within the past five years has been, a graduate student may be nominated for Junior membership. Junior Members shall be transferred to Active membership as soon as they become eligible.
4. Associate Members. Any member who ceases to be eligible for Active or Junior membership because his work has become primarily administrative may be transferred with the approval of the Council to Associate membership.
5. Emeritus Members. Any Active Member retiring for age from a position in teaching or research may be transferred, at his own request and with the approval of the Council, to Emeritus membership.
6. Associate, Emeritus, and Junior Members shall have the

right of attendance at annual meetings of the Association without the right to vote or hold office.

7. The Council shall have power to construe the foregoing provisions governing eligibility for membership.

Article III—Officers

1. The officers of the Association shall be a President, a First Vice-President, a Second Vice-President, a General Secretary, and a Treasurer.

2. The term of office of the President and the Vice-President shall be two years, that of the elective members of the Council three years, ten elective members retiring annually. The terms of office of the President, the Vice-Presidents, and of the members of the Council shall expire at the close of the last session of the Annual Meeting, or if a meeting of the Council is held after and in connection with the Annual Meeting, at the close of the last session of the Council, or thereafter on the election of successors.

3. The President, the Vice-Presidents, and the elective members of the Council shall be elected at the Annual Meeting by a proportional vote taken in the manner prescribed in Article X. Where there are more than two nominees for any office, the vote for that office shall be taken in accordance with the "single transferable vote" system, *i. e.*, on each ballot the member or delegate casting it shall indicate his preference by the numbers 1, 2, 3, etc., before the names of the nominees for each office; and in case no nominee receives a majority of first choices, the ballots of whichever nominee for a particular office has the smallest number of first choices shall be distributed in accordance with the second choices indicated in each ballot; and thus the distribution of ballots for each office shall proceed until for each office one nominee secures a majority of the votes cast, whereupon such nominee shall be declared elected. The General Secretary and the Treasurer shall be elected by the Council. The Council shall have power to remove the General Secretary or the Treasurer on charges or on one year's notice. The President, Vice-Presidents, and the retiring elective members of the Council shall not be eligible for immediate re-election to their respective offices. In case of a vacancy in the office of

President, the First Vice-President shall succeed to the office. In case of a vacancy in any other office, the Council shall have power to fill it for the remainder of the unexpired term, and, in the case of a Council member, the person so appointed, if the remainder of the term for which he is appointed is not more than two years, shall be eligible for subsequent immediate election for a full term.

Article IV—Election of Members

1. There shall be a Committee on Admission of Members, the number and mode of appointment of which shall be determined by the Council.

2. Nominations for Active and Junior membership may be made to the General Secretary of the Association by any one Active Member of the Association.

3. It shall be the duty of the General Secretary to publish every nomination in the next following issue of the *Bulletin* of the Association, and to transmit it to the Committee on Admission of Members.

4. All persons receiving the affirmative vote of two-thirds of the members of the Committee on Admission of Members shall become members of the Association upon payment of the annual dues. No nomination shall be voted on, however, within thirty days after its publication in the *Bulletin*.

Article V—The Council

1. The President, the Vice-Presidents, and the General Secretary, together with the three latest living ex-Presidents, shall, with thirty elective members, constitute the Council of the Association, in which the responsible management of the Association and the control of its property shall be vested. On recommendation of the Council a former General Secretary of the Association who has held that position for ten years or more may by vote of the Association at the Annual Meeting be elected a life member of the Council. The President shall act as chairman of the Council. It shall have power to accept gifts of funds for endowment or current expenditures of the Association.

The Council shall be responsible for carrying out the general purposes of the Association as defined in the Constitution. It shall deal with questions of financial or general policy, with the time, place, and program of the Annual Meeting and of any special meetings of the Association. It shall publish in the *Bulletin* a record of each Council meeting. It shall have authority to delegate specific responsibility to an Executive Committee of not less than six members including the President and the First Vice-President, and to appoint other committees to investigate and report on subjects germane to the purposes of the Association. (See By-Law 9.)

3. Meetings of the Council shall be held in connection with the Annual Meeting of the Association and at least at one other time during each year. The members present at any meeting duly called shall constitute a quorum. The Council may also transact business by letter ballot.

Article VI—By-Laws

By-Laws may be adopted at any Annual Meeting of the Association to become effective at the close of the last session of the Annual Meeting which enacted them.

Article VII—Dues, Termination of Membership

1. Each Active Member shall pay four dollars and each Associate or Junior Member shall pay three dollars to the Treasurer as annual dues.

2. Emeritus Members shall pay no dues.

3. Nonpayment of dues by an Active, Associate, or Junior Member for two years shall terminate membership, but in such a case a member may be reinstated by the Council on payment of arrears.¹

4. For proper cause a member may be suspended, or his membership may be terminated, by a two-thirds vote of the Council at any regular or special meeting; but such member shall be notified of the proposed action, with the reasons therefor, at least four

¹ It has been voted by the Council that the *Bulletin* be discontinued at the end of one year and that, in case of subsequent reinstatement, payment be required for that year only.

weeks in advance of the meeting and shall be given a hearing if he so requests.

5. A member desiring to terminate his membership may do so by a resignation communicated to the General Secretary.

Article VIII—Periodical

The periodical shall be under the editorial charge of a committee appointed by the Council; copies of it shall be sent to all members.¹

Article IX—Amendments

1. The Constitution may be amended by a two-thirds vote of the Active Members present and voting at any Annual Meeting, provided that on the request of one-fifth of these members a proportional vote shall be taken in a manner provided in Article X; and provided further that written notice of any proposed amendment shall be sent to the General Secretary by five Active Members of the Association not later than two months before the Annual Meeting.

2. It shall be the duty of the General Secretary to send a copy of all amendments thus proposed to the members of the Association at least one month before the Annual Meeting.

Article X—Annual Meeting

1. The Association shall meet annually, at such time and place as the Council may select, unless conditions created by war or other national emergency should make the holding of a meeting impossible, or unless the holding of a meeting would, in the opinion of the Council, impede the government in its efforts to cope with conditions created by war or other national emergency.

2. The Active and Junior Members of the Association in each Chapter may elect one or more delegates to the Annual Meeting. At the Annual Meeting all members of the Association shall be entitled to the privileges of the floor, but only Active Members to a vote. Questions shall ordinarily be determined by majority vote

¹ By vote of the Council, Emeritus Members who pay no dues may receive the *Bulletin* at a special rate of \$1.00 a year.

of the Active Members present and voting, but on request of one-fifth of these members a proportional vote shall be taken. When a proportional vote is taken, the accredited delegates from each Chapter shall be entitled to a number of votes equal to the number of Active Members in their respective Chapters, but any other Active Member not included in a Chapter thus represented shall be entitled to an individual vote. In case a Chapter has more than one delegate, the number of votes to which it is entitled shall be equally divided among the accredited delegates present and voting. The manner of voting at a special meeting of the Association shall be the same as for the Annual Meeting.

3. If an Annual Meeting is omitted in accordance with the provision in Section 1, the Council shall transact the general Annual Meeting business and shall conduct the annual election by mail. Such an election shall be by a proportional vote as described in Section 3 of Article III.

Article XI—Chapters

Whenever the Active Members in a given institution number seven or more, they may constitute a Chapter of the Association. Each Chapter shall elect annually a President, a Secretary, and a Treasurer (or Secretary-Treasurer), and such other officers as the Chapter may determine. It shall be the duty of the Secretary of the Chapter to report to the General Secretary of the Association the names of the officers of the Chapter.

By-Laws

1. *Nomination for Office.*—After each Annual Meeting but not later than May 1, the President shall appoint, by and with the advice and consent of the Council, a committee of not less than three members, not officers or other members of the Council, to present nominations for the offices to be filled at the next Annual Meeting. Before submitting his nominations for the Nominating Committee to the Council for approval, the President shall in a Council letter invite suggestions in writing from the members of the Council as to the membership of the Committee. In carrying on its work, the Committee shall seek advice from members of the Association, and

shall, unless otherwise directed by the Council, hold a meeting at Association expense to complete its list of nominees.

For the purpose of securing suggestions for Council nominations, blank forms will be sent out to all members in January, to be returned to the Washington office for tabulation and reference to the Nominating Committee, each form to be filled in with the name of an Active Member connected with an institution located in that one of ten designated geographical districts formed on the basis of approximately equal Active membership in which the member submitting the name resides. After receiving the tabulated list, the Nominating Committee, giving due regard to fields of professional interest, types of institutions, and suggestions received from members, shall prepare a list of twenty nominees for Council membership, two from each of the ten districts, provided that, before the inclusion of the names on the list of nominees, the consent of the nominees is secured.

The ten districts are now as follows:

- District I: Maine, N. H., Vt., Mass., R. I., Nova Scotia, Quebec.
- District II: Conn., New York City, N. J.
- District III: Rest of N. Y., Eastern Pa. (including Wilson College on western border), Ontario.
- District IV: Md., Del., D. C., Va., Western Pa. (including Pennsylvania State College on eastern border).
- District V: Ohio, Mich.
- District VI: W. Va., N. C., S. C., Ky., Tenn., La., Miss., Ala., Ga., Fla., Puerto Rico.
- District VII: Ind., Ill., Wis.
- District VIII: Mo., Iowa, Minn., N. Dak., S. Dak., Mont., Manitoba, Alberta.
- District IX: Ark., Texas, Okla., Kans., Nebr., Wyo., Colo., N. Mex.
- District X: Ariz., Utah, Nev., Idaho, Wash., Oreg., Calif., Hawaii, Alaska, British Columbia.

Changes in this list may be made by regular By-Law amendment or by Council action.

Nominations made by the Nominating Committee shall be re-

ported to the General Secretary not later than September first. Nominations for members of the Council may also be made by petitions signed by not less than fifty Active Members of the Association resident within the district from which the Council member is to be chosen, provided that in determining the required number of signatures not more than ten of those signing a nominating petition shall be members of a single chapter. Nominations for the Presidency and the Vice-Presidencies may also be made by petition signed by not less than 150 Active Members of the Association, provided that in determining the required number of signatures not more than 15 of those signing the petition shall be members of a single chapter and not more than 90 shall be members of a single district. No member shall sign more than one petition. Petitions presenting nominees shall be filed in the office of the General Secretary not later than November fifteenth. The names of the persons nominated by the Nominating Committee, together with a brief biography of each nominee, shall be printed in the Autumn number of the *Bulletin*. The names of all nominees, including those nominated by the Nominating Committee, together with a brief biography of each nominee and a statement of the method of his nomination, shall be printed in the Winter number of the *Bulletin*. The General Secretary shall prepare printed official ballots containing the names and brief biographies of all nominees, and in each case a statement of the method of nomination, for use at the Annual Meeting. Should the Annual Meeting be scheduled for October or November instead of for December, the Nominating Committee shall report to the General Secretary not later than May 1 for publication in the Summer and Autumn issues of the *Bulletin* and nominations by petition shall be filed not later than September 15 for publication in the Autumn *Bulletin*.

At the Annual Meeting, the nominations made in accordance with the foregoing procedure shall be voted upon by means of the official ballots, and no other nominations shall be permitted. The vote shall be taken in accordance with the provisions of Article III, Section 3 of the Constitution. The President shall have power to appoint official tellers to count the votes and report the result to the Annual Meeting. After the tellers have made their report they shall file the ballots cast with the General Secretary, who shall

keep them in the files of the Association for a period of at least one year. The Council of the Association shall have power to order a recount by a special committee appointed for the purpose whenever in the discretion of the Council such a recount seems advisable because of doubt as to the accuracy of the tellers' canvass of the ballots; and on the basis of such recount the Council shall have power to declare the final result of the voting.

2. *Council Meetings.*—A special meeting of the Council shall be called by the President on the written request of at least eight members of the Council and notice of such meeting shall be mailed to every member two weeks in advance.

3. *Fiscal Year.*—The fiscal year of the Association shall extend from January 1 to December 31 of each year, inclusive.

4. *Chapters.*—The Council may allow the establishment in an institution of more than one Chapter if such action is deemed necessary on account of the geographical separation of different parts of the institution.

A Chapter may invite to its meetings any person it desires who is not eligible for membership, such as administrative officers, those whose work cannot be classified as teaching or research, or members of the Association who are not members of the Chapter. It may establish annual dues of one dollar or less. A Chapter may exclude from Chapter meetings a member who has failed, after suitable notice, to pay lawfully established Chapter dues. If it seems desirable, a Chapter may meet with other chapters and with other local organizations.

Chapters should not as such make recommendations to administrative officers of their institutions on matters of individual appointment, promotion, or dismissal. In local matters which would ordinarily come before the faculties for action, members of Chapters should in general act as members of faculties rather than in the name of the Chapter; but the Chapters as such may make recommendations to the faculty concerned.

5. *General Secretary.*—The General Secretary shall carry on the work of the Association and the Council under the general direction of the President, preparing the business for all meetings and keeping the records thereof. He shall conduct correspondence with the Council, Committees, and Chapters of the Association. He shall

collect the membership dues and any other sums due the Association and transfer them to the Treasurer. He shall have charge of the office of the Association and be responsible for its efficient and economical management. He shall be a member of the editorial committee of the official periodical. He may with the approval of the President delegate any of these duties to an Associate Secretary or Secretaries or Assistant Secretary or Secretaries appointed by the Council for that purpose.

6. *Treasurer.*—The Treasurer shall receive all moneys and deposit the same in the name of the Association. He shall invest any funds not needed for current disbursements, as authorized by the Council or the Executive Committee. He shall pay all bills when approved as provided in By-Law 8. He shall make a report to the Association at the Annual Meeting and such other reports as the Council may direct. He may with the approval of the Council authorize an Assistant Treasurer to act in his stead.

7. *Salaries: Sureties.*—The General Secretary, the Associate or Assistant Secretaries, and the Treasurer shall be paid salaries determined by the Council and shall furnish such sureties as the Council may require.

8. *Payments.*—Bills shall be approved for payment by the General Secretary or in his absence by the President or Vice-President. Every bill of more than \$100 shall require the approval of two of these officers. Any bill not falling within the budget for the year shall require authorization by the Executive Committee.

9. *Executive Committee.*—The Executive Committee shall be appointed by the President by and with the advice and consent of the Council. Before submitting his nominations to the Council for approval the President shall give the members of the Council an opportunity to submit in writing their suggestions as to the membership of the Committee. The Executive Committee shall have immediate supervision of the financial management of the Association, employing an auditor annually and making investment of surplus funds, to be reported to the Council. It shall be responsible for approval of the budget prepared by the General Secretary and the Treasurer and for such other matters as may be referred to it by the Council. Meetings of the Committee may be held at the call of the President as its chairman.

DISTRIBUTION OF MEMBERSHIP and RECORD OF CHAPTER OFFICERS

January 1, 1947

- Adams State College, Alamosa, Colo. Active 1.
 Adelphi College, Garden City, N. Y. Active 15.
 Agnes Scott College, Decatur, Ga. Active 6.
 Air University, Maxwell Field, Ala. Active 1.
 Akron, University of, Akron, Ohio. Chapter Officers: H. O. DeGraff, *Pres.*; Rena N. Cable, *Sec.* Active 52; Associate 2.
 Alabama College, Montevallo, Ala. Chapter Officers: W. H. Trumbauer, *Pres.*; H. D. LeBaron, *Sec.* Active 15.
 Alabama Polytechnic Institute, Auburn, Ala. Chapter Officer: Henry W. Adams, *Sec.* Active 8.
 Alabama State Agricultural and Mechanical Institute, Normal, Ala. Active, 1.
 Alabama State Teachers College, Jacksonville, Ala. Chapter Officers: Charles E. Cayley, *Pres.*; Ferrell Bolton, *Sec.* Active 12.
 Alabama, University of, University, Ala. Chapter Officers: Marous Whitman, *Pres.*; Miriam Locke, *Sec.* Active 129; Associate 1.
 Alaska, University of, College, Alaska. Chapter Officers: Minnie E. Wells, *Pres.*; Mary Ruth Ogburn, *Sec.* Active 19.
 Albany Medical College, Albany, N. Y. Active 2.
 Albion College, Albion, Mich. Chapter Officers: Joseph J. Irwin, *Pres.*; Pearl A. Ludy, *Sec.* Active 19.
 Albion State Normal School, Albion, Idaho. Active 1.
 Albright College, Reading, Pa. Chapter Officers: Milton W. Hamilton, *Pres.*; F. W. Gingrich, *Sec.* Active 8.
 Alfred University, Alfred, N. Y. Active 12.
 Allegheny College, Meadville, Pa. Chapter Officers: Philip M. Benjamin, *Pres.*; Emma S. Phelps, *Sec.* Active 49.
 Amarillo College, Amarillo, Tex. Active 1.
 American College for Girls, Istanbul, Turkey. Active 1.
 American University, Washington, D. C. Chapter Officer: Merritt C. Batchelder, *Sec.* Active 17.
 American University of Beirut, Beirut, Lebanon, Syria. Active 3.
 Amherst College, Amherst, Mass. Chapter Officer: George A. Craig, *Sec.* Active 31; Associate 1.
 Anderson College, Anderson, Ind. Active 1.
 Antioch College, Yellow Springs, Ohio. Active 8.
 Appalachian State Teachers College, Boone, N. C. Active 2.
 Arizona State College, Flagstaff, Ariz. Chapter Officers: Junia B. McAlister, *Pres.*; Garland Downum, *Sec.* Active 22.
 Arizona State College, Tempe, Ariz. Chapter Officers: Charles Wexler, *Pres.*; John Zimmerman, *Sec.* Active 26.
 Arizona, University of, Tucson, Ariz. Chapter Officers: Willian H. Brown, *Pres.*; Frances Eberling, *Sec.* Active 90; Associate 1.

- Arkansas Agricultural and Mechanical College, Monticello, Ark. Active 1.
 Arkansas State College, State College, Ark. Active 2.
 Arkansas State Teachers College, Conway, Ark. Active 2.
 Arkansas, University of, Fayetteville, Ark. Chapter Officers: S. C. Dellinger, *Pres.*; George Hunsberger, *Sec.* Active 68. Medical School, Little Rock, Ark. Chapter Officers: Carroll F. Shukers, *Pres.*; Ralph E. Rowen, *Sec.* Active 15.
 Army Air Forces Institute of Technology, Wright Field, Dayton, Ohio. Active 1.
 Army Language School, Monterey, Calif. Active 1.
 Ashland College, Ashland, Ohio. Active 3.
 Atlanta University, Atlanta, Ga. Active 6.
 Augustana College and Theological Seminary, Rock Island, Ill. Chapter Officers: Henry F. Staack, *Pres.*; Oscar L. Nordstrom, *Sec.* Active 9.
 Averett College, Danville, Va. Active 1.
- Baker University, Baldwin, Kans. Active 4.
 Baldwin-Wallace College, Berea, Ohio. Chapter Officers: Bertha L. Stiefel, *Pres.*; Theodore S. Bogardus, *Sec.* Active 47.
 Ball State Teachers College, Muncie, Ind. Chapter Officers: Robert H. Cooper, *Pres.*; Sharley B. DeMotte, *Sec.* Active 57.
 Barat College, Lake Forest, Ill. Active 1.
 Bard College, Annandale-on-Hudson, N. Y. Chapter Officer: Artine Artinian, *Sec.* Active 7.
 Bates College, Lewiston, Maine. Chapter Officers: J. Murray Carroll, *Pres.*; Robert Berkelman, *Sec.* Active 11.
 Baylor University, Waco, Tex. Chapter Officers: Luther W. Courtney, *Pres.*; Eveline E. Kappes, *Sec.* Active 75; Junior 3; Associate 1.
 Beloit College, Beloit, Wis. Chapter Officers: R. Ronald Palmer, *Pres.*; Frederic R. White, *Sec.* Active 34; Associate 1.
 Bennett College, Greensboro, N. C. Active 1.
 Bennett Junior College, Millbrook, N. J. Active 5.
 Bennington College, Bennington, Vt. Active 1.
 Berea College, Berea, Ky. Chapter Officers: Jerome Hughes, *Pres.*; Esther L. Beck, *Sec.* Active 50.
 Bethany College, Lindsborg, Kans. Chapter Officers: Emil O. Deere, *Pres.*; George W. Kleihege, *Sec.* Active 5.
 Bethany College, Bethany, W. Va. Active 2.
 Billings Polytechnic Institute, Billings, Mont. Active 1.
 Birmingham-Southern College, Birmingham, Ala. Active 4.
 Bishop College, Marshall, Tex. Active 1.
 Blackburn College, Carlinville, Ill. Associate 1.
 Blue Mountain College, Blue Mountain, Miss. Active 2.
 Boston College, Chestnut Hills, Mass. Active 2.
 Boston University, Boston, Mass. Chapter Officers: Donald B. Leiffer, *Pres.*; Roger C. Crafts, *Sec.* Active 122; Associate 3.
 Bowdoin College, Brunswick, Maine. Active 11.
 Bowling Green State University, Bowling Green, Ohio. Chapter Officers: Laura E. Heston, *Pres.*; Anna N. Gryting, *Sec.* Active 88.
 Bradley University, Peoria, Ill. Chapter Officers: F. E. Dace, *Pres.*; M. Gertrude Harvey, *Sec.* Active 24.
 Briarcliff Junior College, Briarcliff Manor, N. Y. Active 1.
 Bridgewater College, Bridgewater, Va. Active 1.
 British Columbia, University of, Vancouver, B. C. Active 8.
 Brooklyn College, Brooklyn, N. Y. Chapter Officers: P. M. Kretschmann, *Pres.*; Melba Phillips, *Sec.* Active 138; Junior 1; Associate 2.
 Brooklyn, Polytechnic Institute of, Brooklyn, N. Y. Active 14.
 Brown University, Providence, R. I. Chapter Officers: Leicester Bradner, *Pres.*; Hunter Kellenberger, *Sec.* Active 51; Associate 1.

- Brownsville Junior College, Brownsville, Tex. Active 1.
- Bryn Mawr College, Bryn Mawr, Pa. Chapter Officer: J. E. Gillet, *Pres.* Active 25; Junior 1; Associate 1.
- Bucknell University, Lewisburg, Pa. Chapter Officers: Roy C. Tasker, *Pres.*; Arthur L. Wood, *Sec.* Active 45; Associate 1. Junior College, Wilkes-Barre, Pa. Active 6.
- Buffalo, University of, Buffalo, N. Y. Chapter Officers: Olive P. Lester, *Pres.*; Leonard P. Kurtz, *Sec.* Active 86.
- Butler University, Indianapolis, Ind. Chapter Officers: Frank H. Gorman, *Pres.*; Elizabeth B. Ward, *Sec.* Active 58.
- California Institute of Technology, Pasadena, Calif. Chapter Officers: E. T. Bell, *Pres.*; Horace N. Gilbert, *Sec.* Active 48; Associate 1.
- California, University of, Berkeley, Calif. Chapter Officers: W. R. Dennes, *Pres.*; Emily H. Huntington, *Sec.* Active 170; Junior 1; Associate 1. California, University of, Los Angeles, Calif. Chapter Officers: Albert W. Bellamy, *Pres.*; Foster H. Sherwood, *Sec.* Active 183; Associate 2. California, University of, Santa Barbara, Calif. Chapter Officers: J. Chesley Mathews, *Pres.*; William Hayes, *Sec.* Active 44.
- Capital University, Columbus, Ohio. Active 5.
- Carleton College, Northfield, Minn. Active 22.
- Carnegie Institute of Technology, Pittsburgh, Pa. Chapter Officers: A. H. Blaisdell, *Pres.*; Donald M. Goodfellow, *Sec.* Active 78; Associate 1.
- Carroll College, Waukesha, Wis. Active 7.
- Carson-Newman College, Jefferson City, Tenn. Active 1.
- Carthage College, Carthage, Ill. Active 7.
- Case School of Applied Science, Cleveland, Ohio. Chapter Officers: Sidney W. McCuskey, *Pres.*; Daniel K. Wright, Jr., *Sec.* Active 59.
- Catawba College, Salisbury, N. C. Active 7.
- Catholic University of America, Washington, D. C. Chapter Officers: Craig C. La Driere, *Pres.*; Eugenie A. Leonard, *Sec.* Active 40.
- Cedar Crest College, Allentown, Pa. Chapter Officers: Harold J. Christ, *Pres.*; Carol Marshall, *Sec.* Active 23; Associate 1.
- Centenary College of Louisiana, Shreveport, La. Chapter Officers: W. Darrell Overdyke, *Pres.*; Elizabeth O'Kelly, *Sec.* Active 28.
- Central College, Pella, Iowa. Active 1.
- Central College, Fayette, Mo. Active 2.
- Centre College of Kentucky, Danville, Ky. Active 8; Associate 2.
- Chapman College, Los Angeles, Calif. Active 2.
- Charleston, College of, Charleston, S. C. Active 1.
- Chattanooga, University of, Chattanooga, Tenn. Chapter Officer: Irvine W. Grote, *Pres.* Active 11.
- Chicago City Junior College, Chicago, Ill. Wilson Branch. Active 1.
- Chicago Teachers College, Chicago, Ill. Active 1.
- Chicago, University of, Chicago, Ill. Chapter Officers: Ralph W. Gerard, *Pres.*; William Burrows, *Sec.* Active 213; Associate 1.
- Chico State College, Chico, Calif. Active 1.
- Christian College, Columbia, Mo. Active 1.
- Cincinnati Conservatory of Music, Cincinnati, Ohio. Active 1.
- Cincinnati, University of, Cincinnati, Ohio. Chapter Officers: Ray G. Price, *Pres.*; Helen N. Smith, *Sec.* Active 179; Junior 4; Associate 3.
- Citadel, The, Charleston, S. C. Active 7.
- City College, The, New York, N. Y. Chapter Officers: John Peck, *Pres.*; Julius A. Kuck, *Sec.* Active 146; Associate 4. Commerce Center. Chapter Officer: Aubison Burtzell, *Sec.* Active 43; Junior 1.
- Claremont Colleges, Claremont, Calif. (Claremont, Active 2; Associate 1) (Pomona, Active 29; Associate 1) (Scripps, Active 6) Chapter Officers, John A. Vieg, *Pres.*; Hugh J. Hamilton, *Sec.*
- Clark University, Worcester, Mass. Active 12; Associate 1.

- Clarkson School of Technology, Potsdam, N. Y. Active 2.
 Clemson Agricultural College, Clemson, S. C. Active 11.
 Coe College, Cedar Rapids, Iowa. Chapter Officers: Max Dachler, *Pres.*; Elizabeth A. Windsor, *Sec.* Active 31.
 Coker College, Hartsville, S. C. Active 10; Associate 1.
 Colby College, Waterville, Maine. Active 9; Associate 1.
 Colby Junior College, New London, N. H. Active 1.
 Colgate-Rochester Divinity School, Rochester, N. Y. Active 1.
 Colgate University, Hamilton, N. Y. Chapter Officers: Charles A. Choquette, *Pres.*; Wendell H. Bash, *Sec.* Active 55; Junior 1; Associate 1.
 Colorado Agricultural and Mechanical College, Fort Collins, Colo. Chapter Officers: Sherman S. Wheeler, *Pres.*; Lowell W. Charkey, *Sec.* Active 17.
 Colorado College, Colorado Springs, Colo. George McCue, *Pres.*; Harvey L. Carter, *Sec.* Active 8.
 Colorado School of Mines, Golden, Colo. Chapter Officers: Leon S. Ward, *Pres.*; John Haff, *Sec.* Active 24.
 Colorado State College of Education, Greeley, Colo. Active 2.
 Colorado, University of, Boulder, Colo. Chapter Officers: Ralph L. Crosman, *Pres.*; Dorothy R. Martin, *Sec.* Active 107; Associate 4.
 Colorado, Western State College of, Gunnison, Colo. Active 8.
 Columbia University, New York, N. Y. Chapter Officers: J. F. Ritt, *Pres.*; Louis M. Hacker, *Sec.* Active 158; Junior 1; Associate 2.
 Columbus University, School of Law, Washington, D. C. Active 1.
 Concord College, Athens, W. Va. Chapter Officers: Andrew V. Kozak, *Pres.*; Boyce L. Gumm, *Sec.* Active 4.
 Connecticut College, New London, Conn. Chapter Officers: Julia W. Bower, *Pres.*; F. Edward Cranz, *Sec.* Active 49.
 Connecticut, Junior College of, Bridgeport, Conn. Active 1; Associate 1.
 Connecticut, Teachers College of, New Britain, Conn. Active 12.
 Connecticut, University of, Storrs, Conn. Chapter Officers: H. James Rockel, *Pres.*; George J. Engelhardt, Jr., *Sec.* Active 72; Associate 3.
 Converse College, Spartanburg, S. C. Active 2.
 Cornell College, Mount Vernon, Iowa. Chapter Officers: Neil A. Miner, *Pres.*; C. F. Littell, *Sec.* Active 40; Associate 1.
 Cornell University, Ithaca, N. Y. Chapter Officers: George J. Thompson, *Pres.*; Katherine Reeves, *Sec.* Active 133; Junior 1; Associate 7.
 Creighton University, Omaha, Nebr. Associate 1.
 Crozer Theological Seminary, Chester, Pa. Associate 1.
 Culver-Stockton College, Canton, Mo. Active 4; Junior 1.
- Dakota Wesleyan University, Mitchell, S. Dak. Active 4.
 Dalhousie University, Halifax, N. S. Active 1.
 Danbury State Teachers College, Danbury, Conn. Active 1.
 Dartmouth College, Hanover, N. H. Chapter Officers: R. C. Syvertsen, *Pres.*; Edwin M. Bailor, *Sec.* Active 77.
 Davidson College, Davidson, N. C. Active 6.
 Dayton, University of, Dayton, Ohio. Active 8.
 Delaware, University of, Newark, Del. Chapter Officers: Harriet Baily, *Pres.*; Margaret P. Allison, *Sec.* Active 61; Associate 2.
 Denison University, Granville, Ohio. Chapter Officers: Leland J. Gordon, *Pres.*; William N. Felt, *Sec.* Active 58.
 Denver, University of, Denver, Colo. Chapter Officers: John E. Lawson, *Pres.*; Arden B. Olsen, *Sec.* Active 54.
 De Paul University, Chicago, Ill. Chapter Officer: William F. Clarke, *Pres.* Active 23; Associate 1.
 DePauw University, Greencastle, Ind. Chapter Officers: Virginia Harlow, *Pres.*; Joseph C. Heston, *Sec.* Active 89; Associate 2.

- Detroit, University of, Detroit, Mich. Chapter Officer: Peter S. Presta, *Pres.* Active 13.
- Dickinson College, Carlisle, Pa. Active 12.
- Dickinson Junior College, Williamsport, Pa. Active 1.
- Dillard University, New Orleans, La. Active 1.
- Doane College, Crete, Nebr. Active 1.
- Dominican College of San Rafael, San Rafael, Calif. Active 1.
- Drake University, Des Moines, Iowa. Chapter Officers: Waunita T. Shaw, *Pres.*; Lee O. Yoder, *Sec.* Active 23; Associate 1.
- Drew University, Madison, N. J. Chapter Officers: W. R. Green, *Pres.*; Sherman P. Young, *Sec.* Active 21.
- Drexel Institute of Technology, Philadelphia, Pa. Active 3.
- Drury College, Springfield, Mo. Active 11.
- Dubuque, University of, Dubuque, Iowa. Chapter Officers: William B. Zuker, *Pres.*; Dorothy M. Taylor, *Sec.* Active 22.
- Duchesne College, Omaha, Nebr. Active 1.
- Duke University, Durham, N. C. Chapter Officers: Henry S. Leonard, *Pres.*; Julia Grout, *Sec.* Active 149.
- Duquesne University, Pittsburgh, Pa. Chapter Officer: C. E. Hilborn, *Pres.* Active 13.
- Earlham College, Richmond, Ind. Active 2.
- Eden Theological Seminary, Webster Groves, Mo. Active 1.
- Elmhurst College, Elmhurst, Ill. Active 5.
- Elmira College, Elmira, N. Y. Chapter Officers: Charles B. Rutenber, *Pres.*; Hans H. Bernt, *Sec.* Active 10.
- Emory University, Emory University, Ga. Chapter Officers: Daniel R. McMillan, Jr., *Pres.*; Ignatius W. Brock, *Sec.* Active 33.
- Emporia, College of, Emporia, Kans. Active 1.
- Evansville College, Evansville, Ind. Chapter Officer: John A. Needy, *Pres.* Active 20.
- Fairmont State College, Fairmont, W. Va. Active 6; Associate 1.
- Fenn College, Cleveland, Ohio. Active 2.
- Ferris Institute, College of Pharmacy of, Big Rapids, Mich. Active 2.
- Finch Junior College, New York, N. Y. Active 1.
- Findlay College, Findlay, Ohio. Active 5.
- Fisk University, Nashville, Tenn. Active 8.
- Florida Agricultural and Mechanical College for Negroes, Tallahassee, Fla. Chapter Officers: Crawford B. Lindsay, *Pres.*; Charity M. Mance, *Sec.* Active 15.
- Florida Southern College, Lakeland, Fla. Active 3.
- Florida State College for Women, Tallahassee, Fla. Chapter Officers: Margaret Bristol, *Pres.*; Grace Fox, *Sec.* Active 61; Associate 3.
- Florida, University of, Gainesville, Fla. Chapter Officers: C. Francis Byers, *Pres.*; H. S. Wolfe, *Sec.* Active 98; Associate 1.
- Fordham University, New York, N. Y. Bronx Division. Active 10. Manhattan Division. Chapter Officer: Maurice I. Hart, *Pres.* Active 11; Associate 1.
- Fort Valley State College, Fort Valley, Ga. Associate 1.
- Franklin College of Indiana, Franklin, Ind. Chapter Officers: Pauline White, *Pres.*; Virsel Roe, *Sec.* Active 11.
- Franklin and Marshall College, Lancaster, Pa. Chapter Officers: P. L. Whitely, *Pres.*; Carl Hartzell, *Sec.* Active 36.
- Fresno State College, Fresno, Calif. Chapter Officers: Earl H. Wight, *Pres.*; Dorothy E. Smith, *Sec.* Active 59; Associate 1.
- Furman University, Greenville, S. C. Chapter Officers: Reece C. Blackwell, *Pres.*; Jane G. Flener, *Sec.* Active 29.
- Geneva College, Beaver Falls, Pa. Active 3.
- George Peabody College for Teachers, Nashville, Tenn. Active 11.
- George Washington University, Washington, D. C. Chapter Officers: L. Clark Keating,

- Pres.*; Paul W. Bowman, *Sec.* Active 74; Junior 1.
 George Williams College, Chicago, Ill. Active 2; Associate 1.
 Georgetown University, Washington, D. C. Active 14.
 Georgia College, North, Dahlonega, Ga. Active 2.
 Georgia School of Technology, Atlanta, Ga. Chapter Officers: Alan Pope, *Pres.*; Dice R. Anderson, *Sec.* Active 48; Associate 1.
 Georgia State College for Women, Milledgeville, Ga. Active 12.
 Georgia State Woman's College, Valdosta, Ga. Chapter Officers: Leonora I. Ivey, *Pres.*; Beatrice I. Nevins, *Sec.* Active 13.
 Georgia, University of, Athens, Ga. Chapter Officers: Ellis H. Dixon, *Pres.*; A. Elizabeth Todd, *Sec.* Active 37; Associate 2.
 Georgian Court College, Lakewood, N. J. Active 1.
 Gettysburg College, Gettysburg, Pa. Chapter Officers: Lester O. Johnson, *Pres.*; Earl Bowen, *Sec.* Active 21; Associate 1.
 Goucher College, Baltimore, Md. Chapter Officers: Gairdner B. Moment, *Pres.*; Gertrude C. Bussey, *Sec.* Active 36; Associate 1.
 Green Mountain Junior College, Poultney, Vt. Active 3.
 Greensboro College, Greensboro, N. C. Active 4.
 Grinnell College, Grinnell, Iowa. Chapter Officers: Hoyle Carpenter, *Pres.*; Neal W. Klausner, *Sec.* Active 28; Associate 1.
 Grove City College, Grove City, Pa. Active 8.
 Guilford College, Guilford College, N. C. Active 2.
 Gustavus Adolphus College, St. Peter, Minn. Active 2.
 Hahnemann Medical College, Philadelphia, Pa. Chapter Officers: M. F. Ashley Montagu, *Pres.*; Herbert S. Warren, *Sec.* Active 18.
 Hamilton College, Clinton, N. Y. Chapter Officers: Frank L. Verwiebe, *Pres.*; Thomas McN. Johnston, *Sec.* Active 23.
 Hamline University, St. Paul, Minn. Chapter Officers: Kent H. Bracewell, *Pres.*; Beatrice Bernhagen, *Sec.* Active 27.
 Hampton Institute, Hampton, Va. Chapter Officers: J. Saunders Redding, *Pres.*; William F. Goins, Jr., *Sec.* Active 26; Associate 2.
 Hanover College, Hanover, Ind. Active 1.
 Hardin-Simmons University, Abilene, Tex. Active 1.
 Harris Teachers College, St. Louis, Mo. Chapter Officers: Cornelia Brossard, *Pres.*; Gertrude J. Bishop, *Sec.* Active 13; Associate 1.
 Harvard University, Cambridge, Mass. Chapter Officers: W. C. Greene, *Pres.*; Oscar Handlin, *Sec.* Active 125; Junior 1; Associate 2.
 Hastings College, Hastings, Nebr. Chapter Officer: Robert M. McDill, *Pres.* Active 4.
 Haverford College, Haverford, Pa. Chapter Officers: Howard M. Teaf, Jr., *Pres.*; Carl B. Allendoerfer, *Sec.* Active 26; Associate 1.
 Hawaii, University of, Honolulu, Hawaii. Chapter Officers: Robert Hiatt, *Pres.*; Robert W. Clopton, *Sec.* Active 73; Junior 1.
 Heidelberg College, Tiffin, Ohio. Active 7.
 Henderson State Teachers College, Arkadelphia, Ark. Active 1.
 Hendrix College, Conway, Ark. Active 3.
 Highland Park Junior College, Highland Park, Mich. Active 1.
 Hillsdale College, Hillsdale, Mich. Active 1.
 Hiram College, Hiram, Ohio. Chapter Officer: L. E. Cannon, *Sec.* Active 6.
 Hofstra College, Hempstead, N. Y. Chapter Officer: Marcus C. Old, *Pres.* Active 14; Associate 1.
 Hollins College, Hollins, Va. Chapter Officer: Marcia L. Anderson, *Pres.* Active 9; Associate 1.
 Holy Cross, College of the, Worcester, Mass. Active 3.
 Hood College, Frederick, Md. Chapter Officers: Paul Beckhelm, *Pres.*; Beulah C. Compton, *Sec.* Active 51.
 Hope College, Holland, Mich. Active 1.

- Howard College, Birmingham, Ala. Active 7; Associate 1.
 Howard University, Washington, D. C. Chapter Officer: Rayford W. Logan, *Pres.* Active 26; Associate 1.
 Hunter College, New York, N. Y. Chapter Officers: Hoxie N. Fairchild, *Pres.*; Helen V. Downey, *Sec.* Active 182; Junior 1; Associate 1.
- Idaho, College of, Caldwell, Idaho. Active 1.
 Idaho State College, Pocatello, Idaho. Chapter Officers: Herschel Heath, *Pres.*; Boyd W. Hodson, *Sec.* Active 42.
 Idaho, University of, Moscow, Idaho. Chapter Officers: Robert E. Hosack, *Pres.*; William C. Banks, *Sec.* Active 32; Associate 2.
 Illinois College, Jacksonville, Ill. Active 6; Associate 1.
 Illinois Institute of Technology, Chicago, Ill. Chapter Officer: Hugh J. McDonald, *Sec.* Active 32; Associate 1.
 Illinois Normal University, Southern, Carbondale, Ill. Chapter Officers: Willard M. Gersbacher, *Pres.*; Helen Narber, *Sec.* Active 80; Junior 2; Associate 4.
 Illinois State Normal University, Normal, Ill. Chapter Officers: F. Russell Glasener, *Pres.*; Claude M. Dillinger, *Sec.* Active 98; Associate 1.
 Illinois State Teachers College, Eastern, Charleston, Ill. Chapter Officers: William G. Wood, *Pres.*; Eugene M. Waffle, *Sec.* Active 24.
 Illinois State Teachers College, Northern, DeKalb, Ill. Chapter Officers: William B. Storm, *Pres.*; Mary N. Williams, *Sec.* Active 24; Associate 1.
 Illinois State Teachers College, Western, Macomb, Ill. Chapter Officers: Lyndal Swoford, *Pres.*; Frances Whitehead, *Sec.* Active 43.
 Illinois, University of, Urbana, Ill. Chapter Officers: William Neiswanger, *Pres.*; Charles E. Odegaard, *Sec.* Active 161; Junior 2; Associate 1.
 Illinois Wesleyan University, Bloomington, Ill. Active 4.
 Indiana State Teachers College, Terre Haute, Ind. Chapter Officers: Helen Wood, *Pres.*; Harry V. Wann, *Sec.* Active 49; Junior 1.
 Indiana University, Bloomington, Ind. Chapter Officers: Frank E. Horack, *Pres.*; Mary M. Crawford, *Sec.* Active 220; Junior 4; Associate 2.
 Institute for Advanced Study, Princeton, N. J. Active 4.
 Iowa State College of Agriculture and Mechanic Arts, Ames, Iowa. Chapter Officers: Richard G. Wendell, *Pres.*; Elizabeth A. Curtiss, *Sec.* Active 132; Junior 2.
 Iowa State Teachers College, Cedar Falls, Iowa. Active 10.
 Iowa, State University of, Iowa City, Iowa. Chapter Officers: Ralph Ellsworth, *Pres.*; Lloyd A. Knowler, *Sec.* Active 202; Junior 2; Associate 1.
 Iowa Wesleyan College, Mount Pleasant, Iowa. Active 2.
- James Millikin University, Decatur, Ill. Chapter Officers: Daniel J. Gage, *Pres.*; Gladys C. Galligar, *Sec.* Active 19.
 Jamestown College, Jamestown, N. Dak. Associate 1.
 Jefferson Medical College, Philadelphia, Pa. Active 1.
 John B. Stetson University, DeLand, Fla. Active 3.
 John Carroll University, Cleveland, Ohio. Herbert H. Petit, *Pres.*; Edwin F. Gilchrist, *Sec.* Active 8.
 John Tarleton Agricultural College, Stephenville, Tex. Active 1.
 Johns Hopkins University, Baltimore, Md. Active 55.
 Johnson C. Smith University, Charlotte, N. C. Active 1.
 Judson College, Marion, Ala. Active 3.
 Juniata College, Huntingdon, Pa. Active 4.
- Kalamazoo College, Kalamazoo, Mich. Active 4.
 Kansas State College of Agriculture and Applied Science, Manhattan, Kans. Chapter Officers: Robert A. Walker, *Pres.*; Verne S. Sweedlun, *Sec.* Active 41; Associate 1.
 Kansas State College, Fort Hays, Hays, Kans. Chapter Officers: Emma B. Golden, *Pres.*; Mary E. McCormick, *Sec.* Active 18.

- Kansas State Teachers College of Emporia**, Emporia, Kans. Chapter Officers: Anne M. Goebel, *Pres.*; Esby C. McGill, *Sec.* Active 55.
- Kansas State Teachers College**, Pittsburg, Kans. Chapter Officers: Ernest M. Anderson, *Pres.*; Clay DeFord, *Sec.* Active 29; Associate 1.
- Kansas, University of**, Lawrence, Kans. Chapter Officers: Leland J. Pritchard, *Pres.*; William D. Paden, *Sec.* Active 109; Junior 2.
- Kansas City, Junior College of**, Kansas City, Mo. Active 1.
- Kansas City, University of**, Kansas City, Mo. Chapter Officers: Henry B. Hill, *Pres.*; Lorenz Misbach, *Sec.* Active 27; Junior 1; Associate 1.
- Keene Teachers College**, Keene, N. H. Active 1.
- Kemper Military School**, Boonville, Mo. Active 1.
- Kent State University**, Kent, Ohio. Chapter Officers: C. Stanley Corey, *Pres.*; William H. Form, *Sec.* Active 57; Junior 1; Associate 1.
- Kentucky State College**, Frankfort, Ky. Active 1.
- Kentucky State Teachers College, Eastern**, Richmond, Ky. Chapter Officers: Kearney M. Adams, *Pres.*; H. H. La Fuze, *Sec.* Active 19.
- Kentucky State Teachers College, Western**, Bowling Green, Ky. Active 1.
- Kentucky, University of**, Lexington, Ky. Chapter Officers: Cecil C. Carpenter, *Pres.*; Paul Oberst, *Sec.* Active 101; Associate 1.
- Kenyon College**, Gambier, Ohio. Chapter Officers: Philip W. Timberlake, *Pres.*; Paul M. Titus, *Sec.* Active 18.
- Keuka College**, Keuka Park, N. Y. Chapter Officers: Lester R. Loomis, *Pres.*; Hazel Ellis, *Sec.* Active 11.
- Keystone College**, La Plume, Pa. Active 1.
- Kirkville College of Osteopathy and Surgery**, Kirksville, Mo. Active 11.
- Knox College**, Galesburg, Ill. Active 15.
- Lafayette College**, Easton, Pa. Chapter Officers: William F. Hart, *Pres.*; Harold W. Streeter, *Sec.* Active 55; Associate 1.
- Lake Erie College**, Painesville, Ohio. Chapter Officers: Paul L. Richards, *Pres.*; Kathryn S. Bennett, *Sec.* Active 16.
- Lake Forest College**, Lake Forest, Ill. Chapter Officers: S. A. Hartzo, *Pres.*; Martha Biggs, *Sec.* Active 26; Associate 1.
- LaSalle College**, Philadelphia, Pa. Active 3.
- LaSierra College**, Arlington, Calif. Active 2.
- Laval, University of**, Quebec, Que. Active 1.
- Lawrence College**, Appleton, Wis. Chapter Officers: Herbert Spiegelberg, *Pres.*; William R. Ward, *Sec.* Active 36; Associate 2.
- Lebanon Valley College**, Annville, Pa. Active 7.
- Lehigh University**, Bethlehem, Pa. Active 27; Associate 2.
- Lenoir-Rhyne College**, Hickory, N. C. Active 5.
- Lewis and Clark College**, Portland, Oreg. Active 1; Associate 1.
- Lewiston State Normal School**, Lewiston, Idaho. Active 11.
- Limestone College**, Gaffney, S. C. Active 3.
- Lincoln College**, Lincoln, Ill. Active 1.
- Lincoln University**, Jefferson City, Mo. Chapter Officers: Sidney J. Reedy, *Pres.*; James Parks, *Sec.* Active 39.
- Lindenwood College**, St. Charles, Mo. Active 5.
- Linfield College**, McMinnville, Oreg. Chapter Officers: James A. Macnab, *Pres.*; Florence Gilmore, *Sec.* Active 9.
- Long Island College of Medicine**, Brooklyn, N. Y. Active 2.
- Loretto Heights College**, Loretto, Colo. Active 1; Associate 1.
- Louisiana Institute, Southwestern**, Lafayette, La. Chapter Officers: George B. Claycomb, *Pres.*; Ralph H. Agate, *Sec.* Active 31.
- Louisiana, Northwestern State College of**, Natchitoches, La. Chapter Officers: Sarah L. C. Clapp, *Pres.*; Carroll G. Killen, *Sec.* Active 55.
- Louisiana Polytechnic Institute**, Ruston, La. Active 2.

- Louisiana State University, University, La. Chapter Officers: Alden L. Powell, *Pres.*; Rudolf Heberle, *Sec.* Active 132; Associate 2.
- Louisville, University of, Louisville, Ky. Chapter Officers: Richard M. Kain, *Pres.*; Mary Jo Fink, *Sec.* Active 68; Associate 1.
- Loyola University, Chicago, Ill. Chapter Officer: Morton D. Zabel, *Pres.*; Paul S. Lietz, *Sec.* Active 38.
- Loyola University, New Orleans, La. Active 4.
- Loyola University of Los Angeles, Los Angeles, Calif. Active 1.
- Luther College, Decorah, Iowa. Active 3.
- Lynchburg College, Lynchburg, Va. Active 2.
- McCormick Theological Seminary, Chicago, Ill. Active 1.
- McGill University, Montreal, Que. Active 5.
- McMaster College, Hamilton, Ont. Active 1.
- MacMurray College for Women, Jacksonville, Ill. Active 14.
- McPherson College, McPherson, Kans. Active 1.
- Macalester College, St. Paul, Minn. Chapter Officers: Hugo Thompson, *Pres.*; Georgiana P. Palmer, *Sec.* Active 23; Associate 2.
- Madison College, Harrisonburg, Va. Chapter Officers: Amos M. Showalter, *Pres.*; Katherine C. Tully, *Sec.* Active 28.
- Maine, University of, Orono, Maine. Chapter Officers: Clarence E. Bennett, *Pres.*; Leslie F. Smith, *Sec.* Active 35.
- Manchester College, North Manchester, Ind. Active 1.
- Manhattan College, New York, N. Y. Active 4.
- Manhattanville College of the Sacred Heart, New York, N. Y. Chapter Officers: Julio A. Mira, *Pres.*; Daniel E. Woods, *Sec.* Active 29.
- Manitoba, University of, Winnipeg, Man. Active 2.
- Marietta College, Marietta, Ohio. Active 8.
- Marquette University, Milwaukee, Wis. Active 11.
- Mars Hill College, Mars Hill, N. C. Active 1.
- Marshall College, Huntington, W. Va. Chapter Officers: Robert L. Beck, *Pres.*; Robert L. Britton, *Sec.* Active 32; Associate 2.
- Mary Baldwin College, Staunton, Va. Active 5.
- Mary Hardin-Baylor College, Belton, Tex. Active 2.
- Marygrove College, Detroit, Mich. Active 1.
- Maryland College, Western, Westminster, Md. Chapter Officers: R. D. Summers, *Pres.*; Kathryn B. Hildebran, *Sec.* Active 15.
- Maryland State Teachers College, Salisbury, Md. Active 1.
- Maryland State Teachers College, Towson, Md. Active 2.
- Maryland, University of, College Park, Md. Chapter Officers: W. J. Huff, *Pres.*; Marie D. Bryan, *Sec.* Active 139; Junior 1; Associate 1.
- Marylhurst College, Marylhurst, Oreg. Active 1.
- Marymount College, Salina, Kans. Active 1.
- Maryville College, Maryville, Tenn. Active 6.
- Mason City Junior College, Mason City, Iowa. Active 1.
- Massachusetts Institute of Technology, Cambridge, Mass. Chapter Officers: N. A. Milas, *Pres.*; Philip Franklin, *Sec.* Active 58; Associate 1.
- Massachusetts State College, Amherst, Mass. Active 16.
- Massachusetts State Teachers College, North Adams, Mass. Active 3.
- Medical Evangelists, College of, Los Angeles, Calif. Active 1.
- Meharry Medical College, Nashville, Tenn. Active 3.
- Memphis State College, Memphis, Tenn. Chapter Officer: Owen R. Hughes, *Pres.* Active 12.
- Mercer University, Macon, Ga. Active 3.
- Meredith College, Raleigh, N. C. Active 4.
- Meridian Municipal Junior College, Meridian, Miss. Active 1.

- Miami University**, Oxford, Ohio. Chapter Officer: F. B. Joyner, *Sec.* Active 23; Associate 1.
- Miami, University of**, Coral Gables, Fla. Chapter Officers: William L. Halstead, *Pres.*; Melanie R. Rosborough, *Sec.* Active 75; Associate 3.
- Michigan College of Education**, Central, Mt. Pleasant, Mich. Active 3; Associate 2.
- Michigan College of Education**, Northern, Marquette, Mich. Active 2.
- Michigan College of Education**, Western, Kalamazoo, Mich. Active 8.
- Michigan College of Mining and Technology**, Houghton, Mich. Active 11.
- Michigan State College of Agriculture and Applied Science**, East Lansing, Mich. Chapter Officers: Walter R. Fee, *Pres.*; Denzel C. Cline, *Sec.* Active 183; Associate 1.
- Michigan State Normal College**, Ypsilanti, Mich. Chapter Officers: Charles C. Walcutt, *Pres.*; Wallace H. Magoon, *Sec.* Active 35.
- Michigan, University of**, Ann Arbor, Mich. Chapter Officers: Edgar H. Gault, *Pres.*; Dwight C. Long, *Sec.* Active 265; Junior 5; Associate 2.
- Middlebury College**, Middlebury, Vt. Chapter Officer: Rose E. Martin, *Sec.* Active 44.
- Mills College**, Oakland, Calif. Chapter Officers: Richard Wistar, *Pres.*; Laurence Sears, *Sec.* Active 49; Associate 2.
- Millsaps College**, Jackson, Miss. Active 3.
- Milwaukee-Downer College**, Milwaukee, Wis. Active 5; Associate 1.
- Miner Teachers College**, Washington, D. C. Active 1.
- Minnesota State Teachers College**, Bemidji, Minn. Active 7.
- Minnesota State Teachers College**, Duluth, Minn. Chapter Officers: Eric V. Sandin, *Pres.*; Gladys Barber, *Sec.* Active 29.
- Minnesota State Teachers College**, Mankato, Minn. Active 7.
- Minnesota State Teachers College**, Moorhead, Minn. Associate 1.
- Minnesota State Teachers College**, St. Cloud, Minn. Active 4; Associate 1.
- Minnesota State Teachers College**, Winona, Minn. Chapter Officers: Dorothy B. Magnus, *Pres.*; Ella M. Murphy, *Sec.* Active 21.
- Minnesota, University of**, Minneapolis, Minn. Chapter Officers: Lloyd M. Short, *Pres.*; Signe Holmstrom, *Sec.* Active 340; Junior 2; Associate 5.
- Mississippi Southern College**, Hattiesburg, Miss. Active 4.
- Mississippi State College**, State College, Miss. Active 11; Associate 2.
- Mississippi State College for Women**, Columbus, Miss. Active 15.
- Mississippi, University of**, University, Miss. Active 8.
- Missouri School of Mines and Metallurgy**, Rolla, Mo. Chapter Officers: Garrett A. Muilenburg, *Pres.*; Clarence J. Monroe, *Sec.* Active 16.
- Missouri College**, Central, Warrensburg, Mo. Active 3.
- Missouri State College**, Southeast, Cape Girardeau, Mo. Chapter Officers: A. C. Magill, *Pres.*; Helen deW. Bedford, *Sec.* Active 27; Associate 1.
- Missouri State College**, Southwest, Springfield, Mo. Chapter Officers: Lester V. Whitney, *Pres.*; Allan Douglas, *Sec.* Active 30.
- Missouri State Teachers College**, Northeast, Kirksville, Mo. Active 10.
- Missouri State Teachers College**, Northwest, Maryville, Mo. Chapter Officers: J. Gordon Strong, *Pres.*; B. Elaine Lemaster, *Sec.* Active 40.
- Missouri, University of**, Columbia, Mo. Chapter Officers: Fred McKinney, *Pres.*; George M. Ewing, *Sec.* Active 181; Junior 3; Associate 5.
- Missouri Valley College**, Marshall, Mo. Active 4; Associate 1.
- Monmouth College**, Monmouth, Ill. Chapter Officers: Heimo A. Loya, *Pres.*; Eugene B. Vest, *Sec.* Active 31.
- Montana College**, Northern, Havre, Mont. Active 1.
- Montana School of Mines**, Butte, Mont. Active 2.
- Montana State College**, Bozeman, Mont. Active 4.
- Montana State Normal College**, Dillon, Mont. Active 1.
- Montana State Normal School**, Eastern, Billings, Mont. Active 7.
- Montana State University**, Missoula, Mont. Chapter Officers: C. Rylon Jeppeson, *Pres.*; A. C. Platt, *Sec.* Active 52; Associate 1.
- Monticello College**, Godfrey, Ill. Active 2.

- Montreal University, Montreal, Que. Active 2.
 Moravian College, Bethlehem, Pa. Active 2.
 Morehead State Teachers College, Morehead, Ky. Active 10.
 Morgan State College, Baltimore, Md. Active 3.
 Morningside College, Sioux City, Iowa. Chapter Officers: Peter L. Bannon, *Pres.*; Lois Grammer, *Sec.* Active 20.
 Mount Holyoke College, South Hadley, Mass. Chapter Officers: Joseph McG. Bottkol, *Pres.*; Edith A. Runge, *Sec.* Active 85; Junior 1.
 Mount Mercy College, Pittsburgh, Pa. Active 1.
 Mount St. Mary's College, Emmitsburg, Md. Active 1.
 Mount St. Vincent, College of, New York, N. Y. Active 1.
 Mount Union College, Alliance, Ohio. Chapter Officers: William M. Morgan, *Pres.*; Justine F. Bettiker, *Sec.* Active 24.
 Muhlenberg College, Allentown, Pa. Active 8.
 Multnomah College, Portland, Oreg. Active 4; Associate 1.
 Mundelein College, Chicago, Ill. Active 1.
 Murray State Teachers College, Murray, Ky. Active 3.
 Muskingum College, New Concord, Ohio. Chapter Officer: Anna J. Closser, *Sec.* Active 13; Associate 1.

 National College of Education, Evanston, Ill. Chapter Officers: K. Richard Johnson, *Pres.*; Minnie Campbell, *Sec.* Active 10.
 Nazareth College, Louisville, Ky. Active 1.
 Nebraska State Teachers College, Chadron, Nebr. Active 1.
 Nebraska State Teachers College, Kearney, Nebr. Chapter Officers: Delia Garrett, *Pres.*; Mary L. Morse, *Sec.* Active 18.
 Nebraska State Teachers College, Peru, Nebr. Active 1.
 Nebraska State Teachers College, Wayne, Nebr. Chapter Officers: Lenore P. Ramsey, *Pres.*; Ruth M. Williams, *Sec.* Active 26.
 Nebraska, University of, Lincoln, Nebr. Chapter Officers: W. L. DeBaufre, *Pres.*; C. A. Forbes, *Sec.* Active 151; Associate 4.
 Nebraska Wesleyan University, Lincoln, Nebr. Active 2; Associate 1.
 Nevada, University of, Reno, Nev. Chapter Officers: Fred W. Traner, *Pres.*; Charlton G. Laird, *Sec.* Active 46; Associate 1.
 New England Conservatory of Music, Boston, Mass. Chapter Officers: Francis Findlay, *Pres.*; Margaret C. Mason, *Sec.* Active 21; Junior 3.
 New Hampshire, University of, Durham, N. H. Chapter Officers: James A. Funkhauser, *Pres.*; Russell R. Skelton, *Sec.* Active 79; Associate 1.
 New Haven State Teachers College, New Haven, Conn. Active 2.
 New Jersey State Teachers College, Jersey City, N. J. Active 5.
 New Jersey State Teachers College, Montclair, N. J. Active 8.
 New Jersey State Teachers College, Newark, N. J. Chapter Officers: John C. Hutchinson, Jr., *Pres.*; Marion E. Shea, *Sec.* Active 6.
 New Jersey State Teachers College, Paterson, N. J. Active 1.
 New Mexico College of Agriculture and Mechanic Arts, State College, N. Mex. Chapter Officers: Luke B. Shires, *Pres.*; Ira G. Clark, Jr., *Sec.* Active 59; Junior 1.
 New Mexico Highlands University, Las Vegas, N. Mex. Chapter Officers: F. W. Emerson, *Pres.*; Marjorie E. Large, *Sec.* Active 7.
 New Mexico School of Mines, Socorro, N. Mex. Active 3; Associate 1.
 New Mexico State Teachers College, Silver City, N. Mex. Active 1.
 New Mexico, University of, Albuquerque, N. Mex. Chapter Officers: Francis M. Kercheville, *Pres.*; George W. Arms, *Sec.* Active 69; Junior 1.
 New York, Associated Colleges of Upper. Champlain College, Plattsburg, N. Y. Mohawk College, Utica, N. Y. Sampson College, Sampson, N. Y. Active 15; Associate 1.
 New York Medical College, Flower and Fifth Avenue Hospitals, New York, N. Y. Chapter Officer: Charles Haig, *Pres.* Active 22.

- New York State College for Teachers, Albany, N. Y.** Chapter Officers: J. Wesley Childers, *Pres.*; Caroline A. Lester, *Sec.* Active 82.
- New York State College for Teachers, Buffalo, N. Y.** Chapter Officers: Alfred Holman, Jr., *Pres.*; D. Kenneth Winebrenner, *Sec.* Active 69.
- New York State Teachers College, Brockport, N. Y.** Active 17.
- New York State Teachers College, Cortland, N. Y.** Chapter Officers: T. Fred Holloway, *Pres.*; Maxwell G. Park, *Sec.* Active 17.
- New York State Teachers College, Fredonia, N. Y.** Active 3.
- New York State Teachers College, Geneseo, N. Y.** Active 2.
- New York State Teachers College, New Paltz, N. Y.** Active 2.
- New York State Teachers College, Oneonta, N. Y.** Active 1.
- New York State Teachers College, Oswego, N. Y.** Chapter Officers: Aulus W. Saunders, *Pres.*; Irene Eisele, *Sec.* Active 25.
- New York State Teachers College, Plattsburg, N. Y.** Active 2.
- New York State Teachers College, Potsdam, N. Y.** Active 4.
- New York University, New York, N. Y.** Chapter Officers: Ernest R. Wood, *Pres.*; George B. Vetter, *Sec.* Active 132; Junior 3; Associate 3.
- Newark College of Engineering, Newark, N. J.** Active 10.
- Newark, University of, Newark, N. J.** Active 7.
- Newberry College, Newberry, S. C.** Active 2.
- North Carolina College for Negroes, Durham, N. C.** Chapter Officers: Raleigh Morgan, Jr., *Pres.*; W. Edward Farrison, *Sec.* Active 31.
- North Carolina State College of Agriculture and Engineering, Raleigh, N. C.** Chapter Officers: James W. Patton, *Pres.*; Selz C. Mayo, *Sec.* Active 21; Associate 2.
- North Carolina, East Carolina Teachers College of, Greenville, N. C.** Chapter Officers: Bartholomew B. Brandt, *Pres.*; Beecher Flanagan, *Sec.* Active 20.
- North Carolina, University of, Chapel Hill, N. C.** Chapter Officer: Henry M. Burlage, *Pres.* Active 30; Junior 1; Associate 1.
- North Carolina, Woman's College of the University of, Greensboro, N. C.** Chapter Officer: Herbert Kimmel, *Sec.* Active 27.
- North Central College, Naperville, Ill.** Active 2.
- North Dakota Agricultural College, Fargo, N. Dak.** Chapter Officers: A. D. Whedon, *Pres.*; Christian Jensen, *Sec.* Active 29; Associate 1.
- North Dakota State Teachers College, Minot, N. Dak.** Active 1.
- North Dakota State Teachers College, Valley City, N. Dak.** Active 1.
- North Dakota, University of, Grand Forks, N. Dak.** Chapter Officers: Wilson M. Laird, *Pres.*; Sewell L. Mason, *Sec.* Active 101.
- Northeastern University, Boston, Mass.** Active 2; Junior 1.
- Northwestern University, Evanston, Ill.** Chapter Officers: Melville J. Herskovits, *Pres.*; William Balamuth, *Sec.* Active 226; Junior 1; Associate 2.
- Norwich University, Northfield, Vt.** Active 13; Associate 1.
- Notre Dame College, South Euclid, Ohio.** Active 2.
- Notre Dame, University of, Notre Dame, Ind.** Chapter Officers: Willis D. Nutting, *Pres.*; Ronald E. Rich, *Sec.* Active 93; Junior 5.
- Oberlin College, Oberlin, Ohio.** Chapter Officers: Warren Taylor, *Pres.*; Roger M. Shaw, *Sec.* Active 76; Associate 2.
- Occidental College, Los Angeles, Calif.** Chapter Officers: Kurt B. Baer, *Pres.*; Margery Freeman, *Sec.* Active 18; Associate 1.
- Ohio State University, Columbus, Ohio.** Chapter Officers: Viva Boothe, *Pres.*; F. A. Hitchcock, *Sec.* Active 193; Junior 1; Associate 5.
- Ohio University, Athens, Ohio.** Chapter Officers: Karl H. Krauskopf, *Pres.*; L. P. Eblin, *Sec.* Active 100; Associate 2.
- Ohio Wesleyan University, Delaware, Ohio.** Chapter Officers: William F. Hahnert, *Pres.*; Ruth E. Fickel, *Sec.* Active 52.
- Oklahoma Agricultural and Mechanical College, Stillwater, Okla.** Active 28; Associate 1.
- Oklahoma College for Women, Chickasha, Okla.** Active 5.

- Oklahoma, Central State College of, Edmond, Okla. Active 3; Associate 1.
 Oklahoma, Northeastern State College of, Tahlequah, Okla. Active 1.
 Oklahoma, Northwestern State College of, Alva, Okla. Chapter Officer: T. C. Carter, *Pres.*; Active 10.
 Oklahoma, Southeastern State College of, Durant, Okla. Active 4.
 Oklahoma, University of, Norman, Okla. Chapter Officers: H. H. Herbert, *Pres.*; Sam C. Holland, *Sec.* Active 185; Junior 3; Associate 3.
 Omaha, University of, Omaha, Nebr. Active 25; Junior 2.
 Ontario, University of Western, London, Ont. Active 1.
 Oregon College of Education, Eastern, LeGrande, Oreg. Chapter Officers: Ralph E. Badgley, *Pres.*; Joseph Gaiser, *Sec.* Active 9.
 Oregon College of Education, Southern, Ashland, Oreg. Chapter Officers: Otto Wilda, *Pres.*; Arthur S. Taylor, *Sec.* Active 13; Associate 1.
 Oregon State College, Corvallis, Oreg. Chapter Officers: Leo Friedman, *Pres.*; Carolyn G. Sullivan, *Sec.* Active 89; Associate 2.
 Oregon, University of, Eugene, Oreg. Chapter Officers: E. C. A. Lesch, *Pres.*; Paul R. Washke, *Sec.* Active 133.
 Osteopathic Physicians and Surgeons, College of, Los Angeles, Calif. Active 1.
 Ottawa University, Ottawa, Kans. Active 2.
 Otterbein College, Westerville, Ohio. Active 2.
 Our Lady of the Elms, College of, Chicopee, Mass. Active 2.
 Our Lady of the Lake College, San Antonio, Tex. Active 1.
- Pacific, College of the, Stockton, Calif. Active 2.
 Pacific Lutheran College, Parkland, Wash. Active 2.
 Pacific School of Religion, Berkeley, Calif. Active 1.
 Pacific University, Forest Grove, Oreg. Active 3.
 Park College, Parkville, Mo. Active 11.
 Parsons College, Fairfield, Iowa. Active 3.
 Pennsylvania College for Women, Pittsburgh, Pa. Chapter Officers: Phyllis C. Martin, *Pres.*; Robert L. Zetler, *Sec.* Active 29; Associate 1.
 Pennsylvania State College, State College, Pa. Chapter Officers: Leland S. Rhodes, *Pres.*; Evan Johnson, Jr., *Sec.* Active 369.
 Pennsylvania State Teachers College, Bloomsburg, Pa. Active 4.
 Pennsylvania State Teachers College, California, Pa. Chapter Officer: George S. Hart, *Sec.* Active 6.
 Pennsylvania State Teachers College, Clarion, Pa. Active 2.
 Pennsylvania State Teachers College, Edinboro, Pa. Active 2.
 Pennsylvania State Teachers College, Indiana, Pa. Chapter Officer: Edward W. Bieghler, *Pres.* Active 17.
 Pennsylvania State Teachers College, Kutztown, Pa. Active 2.
 Pennsylvania State Teachers College, Lock Haven, Pa. Chapter Officers: A. S. Rude, *Pres.*; Ruth M. Holmes, *Sec.* Active 12; Associate 1.
 Pennsylvania State Teachers College, Millersville, Pa. Chapter Officer: C. Maxwell Myers, *Pres.* Active 16.
 Pennsylvania State Teachers College, Slippery Rock, Pa. Active 1; Associate 1.
 Pennsylvania State Teachers College, Stroudsburg, Pa. Active 2.
 Pennsylvania State Teachers College, West Chester, Pa. Chapter Officers: Thelma Greenwood, *Pres.*; William Benner, *Sec.* Active 23.
 Pennsylvania, University of, Philadelphia, Pa. Chapter Officers: J. G. Brainerd, *Pres.*; Adolf D. Klarmann, *Sec.* Active 172; Junior 1; Associate 3.
 Pennsylvania, Woman's Medical College of, Philadelphia, Pa. Active 2.
 Phillips University, Enid, Okla. Active 3.
 Phoenix Junior College, Phoenix, Ariz. Active 15.
 Pikeville Junior College, Pikeville, Ky. Active 3.
 Pittsburgh, University of, Pittsburgh, Pa. Chapter Officers: A. L. Robinson, *Pres.*; Minnie L. Lynn, *Sec.* Active 147; Associate 3.

- Prairie View University**, Prairie View, Tex. Active 3.
- Princeton University**, Princeton, N. J. Chapter Officers: H. N. Russell, *Pres.*; Stow S. Persons, *Sec.* Active 123; Junior 2; Associate 3.
- Principia, The**, Elmhurst, Ill. Chapter Officers: Robert C. LeClair, *Pres.*; Editha Hadcock, *Sec.* Active 19.
- Puerto Rico, University of**, Rio Piedras, P. R. Chapter Officers: Reece B. Bothwell, *Pres.* Jose M. Laracuente, *Sec.* Active 87; Junior 1.
- Puget Sound, College of**, Tacoma, Wash. Active 2; Associate 1.
- Purdue University**, Lafayette, Ind. Chapter Officers: M. Wiles Keller, *Pres.*; Vivian A. Johnson, *Sec.* Active 197; Associate 1.
- Queens College**, Flushing, N. Y. Chapter Officers: John J. Meng, *Pres.*; Charles H. Van Duzer, *Sec.* Active 52; Associate 1.
- Queens College**, Charlotte, N. C. Chapter Officers: Hughes B. Hoyle, Jr., *Pres.*; Mary H. Inglis, *Sec.* Active 17.
- Randolph-Macon College**, Ashland, Va. Active 1.
- Randolph-Macon Woman's College**, Lynchburg, Va. Active 2; Associate 1.
- Redlands, University of**, Redlands, Calif. Chapter Officers: Esther N. Mertins, *Pres.*; Harold W. Woodrow, *Sec.* Active 42; Associate 1.
- Reed College**, Portland, Oreg. Chapter Officers: Reginald F. Arragon, *Pres.*; Ruth G. Collier, *Sec.* Active 26; Associate 1.
- Rensselaer Polytechnic Institute**, Troy, N. Y. Active 13.
- Rhode Island College of Education**, Providence, R. I. Active 1.
- Rhode Island State College**, Kingston, R. I. Chapter Officers: John G. Albright, *Pres.*; Anna T. Cussen, *Sec.* Active 74; Associate 2.
- Rice Institute**, Houston, Tex. Chapter Officers: George G. Williams, *Pres.*; Fred V. Shelton, *Sec.* Active 32; Associate 1.
- Richmond, University of**, Richmond, Va. Active 8.
- Ripon College**, Ripon, Wis. Chapter Officer: Sidney P. Goodrich, *Pres.* Active 16; Associate 1.
- Riverside College**, Riverside, Calif. Active 2.
- Roanoke College**, Salem, Va. Active 1; Associate 1.
- Robert College**, Istanbul, Turkey. Active 5.
- Rochester, University of**, Rochester, N. Y. Chapter Officers: Glenn G. Wiltsey, *Pres.*; Dorothy Bernstein, *Sec.* Active 46.
- Rockford College**, Rockford, Ill. Chapter Officers: Stanley Erikson, *Pres.*; Susan Savage, *Sec.* Active 18.
- Rollins College**, Winter Park, Fla. Chapter Officer: Edward F. Jones, *Pres.* Active 16.
- Roosevelt College**, Chicago, Ill. Active 12.
- Rosary College**, River Forest, Ill. Active 4.
- Rose Polytechnic Institute**, Terre Haute, Ind. Chapter Officer: E. H. Eckerman, *Sec.* Active 22; Associate 1.
- Russell Sage College**, Troy, N. Y. Chapter Officers: Margaret J. Hort, *Pres.*; Geneva Sayre, *Sec.* Active 58.
- Rutgers University**, New Brunswick, N. J. Chapter Officers: Wilfrid J. Jackson, *Pres.*; Douglas G. Gerneroy, *Sec.* Active 171; Associate 1.
- St. Augustine's College**, Raleigh, N. C. Active 1.
- St. Elizabeth, College of**, Convent Station, N. J. Active 1.
- St. Francis College**, Loretto, Pa. Active 1.
- St. John's College**, Annapolis, Md. Active 4.
- St. John's University**, Brooklyn, N. Y. Active 9.
- St. Joseph's College**, West Hartford, Conn. Active 1.
- St. Joseph's College**, Emmitsburg, Md. Active 1.
- St. Joseph's College**, Philadelphia, Pa. Active 1.
- St. Joseph's College for Women**, Brooklyn, N. Y. Active 1.

- St. Lawrence University, Canton, N. Y. Chapter Officers: F. C. Dommeyer, *Pres.*; Charles W. Carlston, *Sec.* Active 25; Associate 2.
- St. Louis University, St. Louis, Mo. Active 21; Associate 1.
- St. Mary's College, Notre Dame, Ind. Active 1.
- St. Mary's College, St. Mary's, Calif. Active 1.
- St. Mary-of-the-Woods College, St. Mary-of-the-Woods, Ind. Active 3.
- St. Michael's College, Winooki Park, Vt. Active 2.
- St. Olaf College, Northfield, Minn. Active 3.
- St. Teresa, College of, Winona, Minn. Active 2.
- St. Thomas, College of, St. Paul, Minn. Active 1.
- Salem College, Winston-Salem, N. C. Active 5.
- Sam Houston State Teachers College, Huntsville, Tex. Active 8.
- San Angelo College, San Angelo, Tex. Active 1.
- San Bernardino Valley College, San Bernardino, Calif. Chapter Officers: J. A. Williams, *Pres.*; Grace Baumgartner, *Sec.* Active 6.
- San Diego State College, San Diego, Calif. Chapter Officers: John R. Adams, *Pres.*; Sidney L. Gulick, Jr., *Sec.* Active 68.
- San Francisco College for Women, San Francisco, Calif. Active 1.
- San Francisco State College, San Francisco, Calif. Chapter Officers: Roy Cave, *Pres.*; Ruth Fleming, *Sec.* Active 24.
- San Francisco, University of, San Francisco, Calif. Active 2.
- San Jose State College, San Jose, Calif. Chapter Officers: Robert D. Rhodes, *Pres.*; Edith G. Germane, *Sec.* Active 49.
- San Mateo Junior College, San Mateo, Calif. Active 2.
- Sarah Lawrence College, Bronxville, N. Y. Active 4.
- Scranton, University of, Scranton, Pa. Active 2.
- Seneca, Colleges of the, Geneva, N. Y. Chapter Officers: Lewis H. Niven, *Pres.*; Kathryn G. Cook, *Sec.* Active 38.
- Seton Hall College, South Orange, N. J. Active 2.
- Seton Hill College, Greensburg, Pa. Chapter Officers: Hersilia de Dardano, *Pres.*; Helen C. O'Connor, *Sec.* Active 12; Associate 1.
- Shepherd College, Shepherdstown, W. Va. Chapter Officers: Warren B. Horner, *Pres.*; Catherine A. Burns, *Sec.* Active 19.
- Shorter College, Rome, Ga. Active 4.
- Shurtleff College, Alton, Ill. Chapter Officers: Mary J. B. Martin, *Pres.*; May B. Boomer, *Sec.* Active 14.
- Simmons College, Boston, Mass. Active 24; Associate 1.
- Simpson College, Indianola, Iowa. Active 1.
- Skidmore College, Saratoga Springs, N. Y. Chapter Officers: Carl E. Smith, *Pres.*; Dorothy Schwartz, *Sec.* Active 38.
- Smith College, Northampton, Mass. Chapter Officers: Paul G. Graham, *Pres.*; Elinor Van D. Smith, *Sec.* Active 87.
- South, University of the, Sewanee, Tenn. Active 5.
- South Carolina, Medical College of the State of, Charleston, S. C. Active 7.
- South Carolina, University of, Columbia, S. C. Active 31; Associate 1.
- South Dakota School of Mines, Rapid City, S. Dak. Active 1.
- South Dakota State College of Agriculture and Mechanic Arts, Brookings, S. Dak. Active 3.
- South Dakota, Northern State Teachers College of, Aberdeen, S. Dak. Chapter Officer: H. G. Dahl, *Sec.* Active 12.
- South Dakota, University of, Vermillion, S. Dak. Chapter Officers: Elbert W. Harrington, *Pres.*; Warren M. Lee, *Sec.* Active 17.
- Southern California, University of, Los Angeles, Calif. Chapter Officers: Carlton C. Rodee, *Pres.*; Eleazer Lecky, *Sec.* Active 253; Junior 9; Associate 1.
- Southern Methodist University, Dallas, Tex. Chapter Officers: Walter T. Watson, *Pres.*; James L. Glanville, *Sec.* Active 36; Associate 1.
- Southern University and Agricultural and Mechanical College, Baton Rouge, La. Active 5.

- Southwestern, Memphis, Tenn. Active 5.
 Southwestern College, Winfield, Kans. Active 1.
 Southwestern Institute of Technology, Weatherford, Okla. Active 1.
 Southwestern Medical Foundation, Dallas, Tex. Active 8.
 Southwestern University, Georgetown, Tex. Active 2.
 Spring Hill College, Spring Hill, Ala. Active 1.
 Springfield College, Springfield, Mass. Active 6.
 Stanford University, Stanford University, Calif. Chapter Officers: Leland T. Chapin, *Pres.*; James A. Work, *Sec.* Active 124; Junior 1.
 Stephen F. Austin State Teachers College, Nacogdoches, Tex. Active 3.
 Stephens College, Columbia, Mo. Active 16.
 Stevens Institute of Technology, Hoboken, N. J. Active 1.
 Stowe Teachers College, St. Louis, Mo. Chapter Officers: L. Simington Curtis, *Pres.*; Clayda J. Williams, *Sec.* Active 10.
 Sul Ross State Teachers College, Alpine, Tex. Active 3.
 Susquehanna University, Selingsgrove, Pa. Active 7; Junior 1.
 Swarthmore College, Swarthmore, Pa. Chapter Officers: Bryce Wood, *Pres.*; Walter J. Scott, *Sec.* Active 54; Associate 1.
 Sweet Briar College, Sweet Briar, Va. Chapter Officers: Lysbeth W. Muncy, *Pres.*; Joseph E. Barker, *Sec.* Active 24.
 Syracuse University, Syracuse, N. Y. Chapter Officers: Oscar T. Barch, Jr., *Pres.*; George L. Bird, *Sec.* Active 221.
 Talladega College, Talladega, Ala. Active 4; Associate 1.
 Tarkio College, Tarkio, Mo. Active 1.
 Temple University, Philadelphia, Pa. Chapter Officers: Francis T. Allen, *Pres.*; Gordon F. Hostettler, *Sec.* Active 129; Junior 1.
 Tennessee Agricultural and Industrial State Teachers College, Nashville, Tenn. Active 7.
 Tennessee Polytechnic Institute, Cookeville, Tenn. Active 4.
 Tennessee State Teachers College, Johnson City, Tenn. Active 1.
 Tennessee State College, Middle, Murfreesboro, Tenn. Active 10.
 Tennessee, University of, Knoxville, Tenn. Chapter Officers: Axel Brett, *Pres.*; William B. Schrader, *Sec.* Active 71; Associate 1.
 Texas, Agricultural and Mechanical College of, College Station, Tex. Chapter Officers: William McD. Potts, *Pres.*; John J. Sperry, *Sec.* Active 113; Associate 1.
 Texas Christian University, Fort Worth, Tex. Active 9.
 Texas College of Arts and Industries, Kingsville, Tex. Chapter Officers: J. Dewitt Davis, *Pres.*; Elizabeth A. Oliphant, *Sec.* Active 41; Junior 1; Associate 1.
 Texas College of Mines and Metallurgy, El Paso, Tex. Active 1.
 Texas State College for Women, Denton, Tex. Chapter Officers: Florence Langford, *Pres.*; A. Elizabeth Taylor, *Sec.* Active 56.
 Texas State Teachers College, East, Commerce, Tex. Chapter Officers: Earl N. Saucier, *Pres.*; Catherine Neal, *Sec.* Active 33.
 Texas State Teachers College, North, Denton, Tex. Chapter Officers: Eugene H. Hanson, *Pres.*; Walter H. Hodgson, *Sec.* Active 24.
 Texas State Teachers College, Southwest, San Marcos, Tex. Chapter Officer: Claude Elliott, *Sec.* Active 30; Associate 2.
 Texas State Teachers College, West, Canyon, Tex. Active 1.
 Texas Technological College, Lubbock, Tex. Chapter Officers: J. William Davis, *Pres.*; Lucile A. Gill, *Sec.* Active 43.
 Texas, University of, Austin, Tex. Chapter Officer: Robert H. Williams, *Pres.* Active 231; Junior 2; Associate 3.
 Thiel College, Greenville, Pa. Active 2; Associate 1.
 Toledo, University of, Toledo, Ohio. Chapter Officers: Emil Lucki, *Pres.*; Esther M. Anderson, *Sec.* Active 69; Associate 1.
 Toronto, University of, Toronto, Ont. Active 4.
 Transylvania College, Lexington, Ky. Active 9.

- Trinity College, Hartford, Conn. Chapter Officers: Lawrence W. Towle, *Pres.*; Irwin A. Buell, *Sec.* Active 33.
- Tufts College, Medford, Mass. Chapter Officers: Lewis Manly, *Pres.*; Herman R. Sweet, *Sec.* Active 78; Associate 1.
- Tulane University of Louisiana, New Orleans, La. Chapter Officers: Harold N. Lee, *Pres.*; M. Gweneth Humphreys, *Sec.* Active 93.
- Tulsa, University of, Tulsa, Okla. Chapter Officers: R. Grady Snuggs, *Pres.*; Carol Y. Mason, *Sec.* Active 22; Associate 1.
- Tusculum College, Greenville, Tenn. Active 3.
- Tuskegee Institute, Tuskegee, Ala. Active 4.
- Union College, Barbourville, Ky. Active 1.
- Union College, Schenectady, N. Y. Chapter Officers: Egbert K. Bacon, *Pres.*; H. Gilbert Harlow, *Sec.* Active 52.
- United States Coast Guard Academy, New London, Conn. Active 1.
- United States Military Academy, West Point, N. Y. Active 2.
- United States Naval Academy, Annapolis, Md. Active 21.
- Upsala College, East Orange, N. J. Active 2.
- Ursinus College, Collegeville, Pa. Chapter Officers: Russell D. Sturgis, *Pres.*; Eugenie K. Bigelow, *Sec.* Active 27.
- Utah State Agricultural College, Logan, Utah. Chapter Officers: Theodore M. Burton, *Pres.*; Edna Page, *Sec.* Active 79.
- Utah University of, Salt Lake City, Utah. Chapter Officers: Mervin B. Hogan, *Pres.*; Madge Howe, *Sec.* Active 101; Associate 1.
- Valparaiso University, Valparaiso, Ind. Active 1.
- Vanderbilt University, Nashville, Tenn. Chapter Officer: Edgar H. Duncan, *Sec.* Active 17.
- Vassar College, Poughkeepsie, N. Y. Chapter Officers: Charles C. Griffin, *Pres.*; Anne Healy, *Sec.* Active 88.
- Vermont, University of, Burlington, Vt. Chapter Officers: Eleazer J. Dole, *Pres.*; D. C. Henderson, *Sec.* Active 75; Associate 1.
- Villanova College, Villanova, Pa. Chapter Officers: Gilbert Macbeth, *Pres.*; William C. A. Henry, *Sec.* Active 6.
- Virginia, Medical College of, Richmond, Va. Chapter Officers: Hjalmar L. Osterud, *Pres.*; R. F. McCrackan, *Sec.* Active 22.
- Virginia Polytechnic Institute, Blacksburg, Va. Chapter Officers: Benjamin O. Miller, *Pres.*; M. Buford Blair, *Sec.* Active 24. Radford College, Radford, Va. Active 3.
- Virginia Military Institute, Lexington, Va. Active 5.
- Virginia State College, Petersburg, Va. Chapter Officers: Walter N. Ridley, *Pres.*; Preston C. Johnson, *Sec.* Active 25; Junior 1.
- Virginia State Teachers College, Farmville, Va. Chapter Officers: M. Boyd Coyner, *Pres.*; C. G. Gordon Moss, *Sec.* Active 32.
- Virginia Union University, Richmond, Va. Active 5.
- Virginia, University of, University, Va. Chapter Officers: D. Clark Hyde, *Pres.*; Ladley Husted, *Sec.* Active 87. Mary Washington College, Fredericksburg, Va. Chapter Officers: Robert W. Pyle, *Pres.*; William W. Griffith, *Sec.* Active 54.
- Wabash College, Crawfordsville, Ind. Active 12.
- Wagner Memorial Lutheran College, Staten Island, N. Y. Associate 1.
- Wake Forest College, Wake Forest, N. C. Active 4.
- Washburn Municipal University of Topeka, Topeka, Kans. Chapter Officers: Dorothy Lubber, *Pres.*; Merton French, *Sec.* Active 26.
- Washington College, Chestertown, Md. Active 9.
- Washington College of Education, Central, Ellensburg, Wash. Chapter Officers: J. Richard Wilmeth, *Pres.*; Margaret S. Mount, *Sec.* Active 49.

- Washington College of Education, Eastern, Cheney, Wash. Chapter Officers: Cecil Dryden, *Pres.*; Nan K. Wiley, *Sec.* Active 13.
- Washington College of Education, Western, Bellingham, Wash. Chapter Officers: Charles M. Rice, *Pres.*; Arthur C. Hicks, *Sec.* Active 21.
- Washington and Jefferson College, Washington, Pa. Chapter Officers: Paul E. Clark, *Pres.*; Harry Hill, *Sec.* Active 16.
- Washington and Lee University, Lexington, Va. Chapter Officer: G. D. Hancock, *Sec.* Active 9.
- Washington, State College of, Pullman, Wash. Chapter Officers: Willis B. Merriam, *Pres.*; Agnes M. McQuarrie, *Sec.* Active 73; Junior 1.
- Washington University, St. Louis, Mo. Chapter Officers: Bateman Edwards, *Pres.*; Donald C. Bryant, *Sec.* Active 50; Associate 1.
- Washington, University of, Seattle, Wash. Chapter Officers: Charles E. Martin, *Pres.*; Phil E. Church, *Sec.* Active 251; Junior 1; Associate 2.
- Wayne University, Detroit, Mich. Chapter Officers: Wilson McTeer, *Pres.*; A. Dayle Wallace, *Sec.* Active 95; Junior 2; Associate 5.
- Webster College, Webster Groves, Mo. Active 1.
- Wellesley College, Wellesley, Mass. Chapter Officers: Dorothy M. Robathan, *Pres.*; Victor E. Smith, *Sec.* Active 82; Associate 3.
- Wells College, Aurora, N. Y. Chapter Officers: Melvin LeMon, *Pres.*; Carter A. Woods, *Sec.* Active 34; Junior 1; Associate 2.
- Wesleyan College, Macon, Ga. Active 9.
- Wesleyan University, Middletown, Conn. Chapter Officers: H. B. Goodrich, *Pres.*; T. H. Banks, *Sec.* Active 39.
- West Liberty State College, West Liberty, W. Va. Active 3.
- West Virginia State College, Institute, W. Va. Chapter Officers: William J. L. Wallace, *Pres.*; Grace I. Woodson, *Sec.* Active 12.
- West Virginia University, Morgantown, W. Va. Chapter Officers: Festus P. Summers, *Pres.*; Ruth D. Noer, *Sec.* Active 54.
- West Virginia Wesleyan College, Buckhannon, W. Va. Chapter Officers: Ralph C. Brown, *Pres.*; Marie Boette, *Sec.* Active 19; Associate 1.
- Western College, Oxford, Ohio. Chapter Officers: Ruth O. Rose, *Pres.*; Narka Nelson, *Sec.* Active 23.
- Western Reserve University, Cleveland, Ohio. Chapter Officers: Calvin S. Hall, *Pres.*; Katherine H. Porter, *Sec.* Active 89; Junior 2; Associate 3.
- Westminster College, Fulton, Mo. Active 3.
- Westminster College, New Wilmington, Pa. Active 29.
- Westminster College, Salt Lake City, Utah. Active 3.
- Wheaton College, Wheaton, Ill. Active 5.
- Wheaton College, Norton, Mass. Chapter Officers: Muriel E. Hidy, *Pres.*; Augusta V. H. A. Leuchs, *Sec.* Active 43.
- Wheelock College, Boston, Mass. Active 2.
- Whitman College, Walla Walla, Wash. Chapter Officers: M. Duane Bown, *Pres.*; Robert F. Creegan, *Sec.* Active 12; Associate 1.
- Whittier College, Whittier, Calif. Active 4; Associate 1.
- Whitworth College, Spokane, Wash. Active 3.
- Wichita, The Municipal University of, Wichita, Kans. Chapter Officers: J. Ray Hanna, *Pres.*; Jon R. Ashton, *Sec.* Active 55; Junior 1.
- Wilberforce University, Wilberforce, Ohio. Active 31; Associate 1.
- Willamette University, Salem, Oreg. Chapter Officers: Melvin H. Geist, *Pres.*; Murco Ringnald, *Sec.* Active 25.
- William and Mary, College of, Williamsburg, Va. Chapter Officers: Harold R. Phalen, *Pres.*; Fraser Neiman, *Sec.* Active 65; Associate 1. **Norfolk Division.** Chapter Officers: David B. Camp, *Pres.*; Dorothy Luckner, *Sec.* Active 19; Associate 2.
- Williams College, Williamstown, Mass. Chapter Officers: D. E. Richmond, *Pres.*; E. C. Cole, *Sec.* Active 35; Associate 1.
- Wilmington College, Wilmington, Ohio. Active 1.

- Wilson College, Chambersburg, Pa. Active 19.
- Wilson Teachers College, Washington, D. C. Active 4.
- Winthrop College, Rock Hill, S. C. Chapter Officers: Dorothy T. L. Chamings, *Pres.*; Evelyn G. Tibbits, *Sec.* Active 51; Associate 1.
- Wisconsin State Teachers College, Eau Claire, Wis. Chapter Officers: T. A. Barnhart, *Pres.*; Frank Klement, *Sec.* Active 20.
- Wisconsin State Teachers College, LaCrosse, Wis. Chapter Officers: Myrtle Trowbridge, *Pres.*; Virginia Congreve, *Sec.* Active 16.
- Wisconsin State Teachers College, Milwaukee, Wis. Active 4.
- Wisconsin State Teachers College, River Falls, Wis. Active 9; Associate 1.
- Wisconsin State Teachers College, Stevens Point, Wis. Active 1.
- Wisconsin State Teachers College, Superior, Wis. Active 2.
- Wisconsin State Teachers College, Whitewater, Wis. Active 1.
- Wisconsin, University of, Madison, Wis. Chapter Officers: W. Bayard Taylor, *Pres.*; A. S. Barr, *Sec.* Active 199; Junior 2; Associate 4.
- Wittenberg College, Springfield, Ohio. Active 6.
- Wofford College, Spartanburg, S. C. Active 1.
- Wooster, College of, Wooster, Ohio. Chapter Officers: Richard C. Hildner, *Pres.*; John A. Hutchison, *Sec.* Active 20.
- Worcester Polytechnic Institute, Worcester, Mass. Chapter Officer: R. K. Morley, *Pres.* Active 8.
- Wyoming, University of, Laramie, Wyo. Chapter Officers: Marshall E. Jones, *Pres.*; Bernice Udick, *Sec.* Active 60; Junior 1; Associate 2.
- Xavier University, New Orleans, La. Chapter Officers: Stephen P. Ryan, *Pres.*; Paul A. Kunkel, *Sec.* Active 13.
- Yale University, New Haven, Conn. Chapter Officers: Leonard Labaree, *Pres.*; Ralph C. Jones, *Sec.* Active 106; Junior 3; Associate 2.
- Yankton College, Yankton, S. Dak. Chapter Officers: Hazel Wiese, *Pres.*; Lorne S. Arnold, *Sec.* Active 22.

Record of Membership for 1946

Membership January 1, 1946.....		17,970
Deaths.....	137	
Resignations and Suspensions.....	369	
Memberships lapsed.....	461	
		<hr/>
		-967
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		17,003
Reinstatements.....	585	
Elections:		
Active.....	3598	
Junior.....	52	
		<hr/>
		3650
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		+4,235
		<hr/>
Total January 1, 1947.....		21,238
Members in 733 Institutions:		
Active.....	19,932	
Junior.....	104	
		<hr/>
		20,036
Other Active Members.....	739	
Other Junior Members.....	86	
Associate Members.....	329	
Honorary Members.....	48	
		<hr/>
Total January 1, 1947.....		21,238

Besides Active and Junior Members connected with accredited colleges and universities, this statement includes: (1) Other Active Members: those connected with the research foundations or engaged in occupations closely related to teaching or investigation, those whose teaching or research is temporarily interrupted or who are at institutions not on the accredited list, also any whose addresses are unknown; (2) Other Junior Members; (3) Associate Members: members who ceasing to be eligible for Active or Junior membership because their work has become primarily administrative are transferred with the approval of the Council to Associate membership; (4) Honorary Members: this membership was discontinued in 1933.

MEMBERSHIP

Membership in the American Association of University Professors is open to all college and university teachers from the faculties of eligible institutions and to graduate students and graduate assistants. The list of eligible institutions is based primarily on the accredited lists of the established accrediting agencies subject to modification by action of the Association. Election to membership in the Association is by the Committee on Admission of Members upon nomination by one Active Member. Election takes place thirty days after the name of the nominee has been published in the *Bulletin*. The membership year in the Association is the calendar year (January 1 through December 31). The membership of nominees whose nominations are received before July 1 becomes effective as of January 1 of the current year. The membership of nominees whose nominations are received after July 1 becomes effective as of January 1 of the following year unless the nominee requests that his membership become effective as of January 1 of the current year.

The classes and conditions of membership are as follows:

Active. A person is eligible for election to Active membership if he holds a position of teaching or research with the rank of instructor or higher in an institution on the Association's eligible list, provided his work consists of at least half-time teaching or research. Annual dues are \$4.00, including subscription to the *Bulletin*.

Junior. Junior membership is open to persons who are, or within the past five years have been, graduate students in eligible institutions and who are not eligible for Active membership. Junior Members are transferred to Active membership as soon as they become eligible. Annual dues are \$3.00, including subscription to the *Bulletin*.

Associate. Associate membership is not an elective membership. Active and Junior Members whose work becomes primarily administrative are transferred to Associate membership. Annual dues are \$3.00, including subscription to the *Bulletin*.

Emeritus. Any member retiring for age from a position in teaching or research may be transferred to Emeritus membership. Emeritus Members are exempt from dues. They may continue to receive the *Bulletin* at a special rate of \$1.00 a year.

Continuing Eligibility. Change of occupation or transfer to an institution not on the Association's eligible list does not affect eligibility for continuance of membership.

Interruption or Termination of Membership. Interruption or termination of membership requires notification to the Association's Washington office. In the absence of such notice, membership continues with receipt of the *Bulletin* for one calendar year during which time there is an obligation to pay dues.

Nominations for Membership

The following 2451 nominations for Active membership and 55 nominations for Junior membership are printed as provided by the Constitution. In accordance with action by the Council, objections to any nominee may be addressed to the General Secretary, who will in turn transmit them for the consideration of the Committee on Admission of Members if received within thirty days after this publication. The Council of the Association has ruled that the primary purpose of this provision for protests is to bring to the attention of the Committee any question concerning the technical eligibility of the nominee for membership as provided in the Constitution.

The Committee on Admission of Members consists of Professors Ella Lonn, Goucher College, *Chairman*; B. W. Kunkel, Lafayette College; A. Richards, University of Oklahoma; R. H. Shryock, University of Pennsylvania; W. O. Sypherd, University of Delaware; and F. J. Tschan, Pennsylvania State College.

Active

University of Akron, Emile Grunberg, Richard P. Kraft, Jr.; Alabama State Teachers College (Jacksonville), J. M. Anders, Lucille Branscomb, J. E. Duncan; University of Alabama, George T. Bator, Everett L. Bishop, Jr., Carleton Butler, Mildren S. Coley, Mary L. Hinton, John W. Hoover, Vivien M. Lawson, Glenavis Martin, Ferdinand H. Mitchell, William K. Rey, Frances B. Rucks, Stephen K. Stimson, Donald E. Thompson, Longino A. Woodman; University of Alaska, Eskil Anderson, J. Dean Arbogast, Jesse T. Bell, Druska C. Carr, Nelson I. Fooks, Claude C. Hampshire, Frances Jensen, Genevieve Norfolk, Richard C. Ragle, Karl J. Swanson, Fred W. Wagner; Allegheny

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Albert L. Abbott, John M. Dorsey, James P. McCormick, Donald MacDonald, Gordon B. Ray, Etta Soiref, Thomas H. Southard; **Wellesley College**, Merton M. Sealts, Jr.; **Wesleyan University**, John W. Abrams, Stephen K. Bailey, Ernest W. Caspari, George N. Conklin, Ralph E. Digman, Thomas Henney, Joseph D. Phillips; **West Virginia University**, James P. Brawner; **West Virginia Wesleyan College**, Hans Tischler; **Western College**, Patricia Collins, Gail James, Lois E. Langland, John W. Long, Jr., Edna D. Parks, Ruth B. Wittig; **Western Reserve University**, Ralph Dannley, Frederick P. Harris, Clifford R. Keizer, Ralph B. Thompson; **Wheaton College (Massachusetts)**, Rosalea A. Schonbar, Ruth C. Silva; **Wheelock College**, Lyle Ring; **Whitman College**, William H. Bailey, Egon E. Bergel, Robert Comegys, Jerry J. Fogarty, Frederick Hunter, Ruth McGeehan, Lloyd R. Newcomer, William O. Pugh, Paule Ravasse, James G. Sheldon, Ronald V. Sires, S. Kirson Weinberg; **University of Wichita**, J. Robert Berg, Alma Eikerman; **Wilberforce University**, Vincent Byas; **Willamette University**, Norman Huffman; **College of William and Mary**, J. T. Baldwin, Jr., Sydney C. Rome, George B. Rossbach, **College of William and Mary (Norfolk Division)**, William M. Beck, Reuben Cooper, Natalie Disbrow, Colleen Grimm, Edith E. Hill, Percy H. Hill, Jr., Edward T. Hodges, Ernest W. Hollows, Ralph E. Ladd, Jr., R. Ross Lamoreaux, William I. Marable, Stanley Pliska, John B. Shipp, Jr., James H. Wahab; **Williams College**, Harry H. Hubbell, Jr.; **Wilson College**, Charlotte I. Damerel; **Wisconsin State Teachers College (Eau Claire)**, Lillian Bahr, Lester Emans, Lyla D. Flagler, Robert Gantner, Eugene R. McPhee, John R. Menard, Vine Miller; **Wisconsin State Teachers College (La Crosse)**, Robert L. Frederick, Ernest Gershon, Esther Merchant, Wilma J. Stevenson; **University of Wisconsin**, Hazel S. Alberson, Marjorie B. Atwell, Henry H. Bakken, William T. Bandy, Henry Barschall, William W. Beeman, Paul Bender, Jacob Beuscher, Nellie M. Bilstad, Werner W. Boehm, Frederick H. Burkhardt, Louis W. Busse, Norman A. Cameron, Harry H. Clark, Helen I. Clarke, Leland A. Coon, George A. Dietrich, H. B. Doke, James S. Earley, Konrad E. Ebisch, Mark Eccles, Donald R. Fellows, John D. Ferry, Robert Foss, Rudolph K. Froker, Robert W. Fulton, Erwin A. Gaumnitz, Alfred L. Guasewitz, Bruce Granger, Fuller O. Griffith, Jr., Oskar Hagen, Lester L. Hawkes, M. Leslie Holt, Robert Hurtgen, Dorothy L. Hussemann, Ruben Imm, Gladys S. Jerome, Stuve A. M. Johnson, William S. Johnson, Martin Joos, Louis Kaplan, Charles V. Kappen, John F. Kienitz, William D. Knight, Salmon A. Koff, Harold E. Kubly, Agnes Leindorff, André Lévêque, Clifford Liddle, Joseph D. Livermore, William F. Lorenz, Martha Loss, Camilla M. Low, W. H. McGibbon, Paul L. MacKendrick, Meryl Miles, Banner B. Morgan, George W. Murphy, Phillip S. Myers, Lois G. Nemec, M. Starr Nichols, Carroll F. Oakley, Clarence W. Olmstead, Raymond J. Penn, Margaret Peterson, Gaines Post, Robert L. Reynolds, Edward P. Roemer, Renato Rosaldo, Reed A. Rose, Charles V. Seastone, Alfred Sessler, Francis Shoemaker, Maurice M. Shudofsky, Louis B. Slichter, Henry L. Smith, Robert C. Stauffer, F. M. Strong, Edward Taube, Arthur H. Uhl, Arthur Vierthaler, Hsi Wang, James S. Watrous, John C. Weber, Max L. White, Pearl C. Whitehead, Fred-

erick R. Whitesell, Alfred L. Wilds, J. W. Williams, Santos Zingale; **University of Wyoming**, Wallace R. Biggs, Carolyn DeClark, Gertrude Gould, Catherine Grady, Max M. Levin, Werner A. Mueller, William H. Nelle, Louise Thouin; **Yankton College**, Clark Harshfield.

Junior

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Members Elected

The Committee on Admission of Members announces the election of 1441 Active and 22 Junior Members as follows:

Active

Adams State College, James H. Craft; **Alabama College**, Maxine C. Davis; **University of Alabama**, Edward K. Austin, Edward W. Brennan, Ruth Coffman, Lea Cowles, Richard T. Eastwood, Dorothy H. Eshleman, Para L. Evans, S. Paul Garner, Lucile Grimes, Harry H. Haden, William R. Higgs, George W. Lafferty, Albert Lepausky, Richard Lipscomb, Thomas H. McNeal, Donald F. Mulvihill, Martha C. Smith, William Steven, Franklyn H. Sweet, Herman L. Trautman, Buckner B. Trawick, Leonard M. Trawick, William H.

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Amacher, Murray F. Buell, Rita Burdett, Melbourne R. Carriker, Richard T. Centers, Harold S. Corlett, David L. Cowen, Frank P. Davis, Jr., Gordon M. Day, G. Stuart Demarest, Frederick P. Ferguson, Vincent E. Fiordalisi, Carl H. Fulda, Sydney S. Greenfield, James E. Gunckel, Paul M. Hamlin, Nelson G. Hanawalt, Francis L. Hauser, C. Willard Heckel, William J. Hirtten, Paul M. Hoffman, Helen G. Hurd, William Leader, Charles A. Leone, Margaret J. MacElfatrick, George F. Monahan, Jr., David Potter, Sidney Ratner, Richard W. Ross, Grover C. Smith, Jr., Emory P. Starke, Audley H. F. Stephan, Paul D. Sturkie, Henry C. Torrey, Beatrice R. Treiman, Nathan S. Washton, Thomas Weber, Frances B. Wilcox, Sydney Zebel, Hyman J. Zimmerberg, Louis R. Zocca; **St. Lawrence University**, Robert L. Joyce; **San Diego State College**, Edward A. Block, Dyxie D. Canaday, Theodore S. Colton, James E. Crouch, Adrian N. Gentry, Helene H. Hale, Harriet Haskell, Mahela W. Hays, James J. Hunter, Jr., Evangeline M. LeBarron, James M. Linley, Joseph O. McClintic, Leonard N. Messier, David S. Milne, Mabel A. Myers, Ambrose R. Nichols, Jr., E. Kingsley Povenmire, Earl E. Prugh, Melvyn K. Ross, Hunton D. Sellman, Louis E. Smith, Jr., John P. Stone, William L. Terry, John R. Theobald, Frances Torbert, Gordon H. Tucker, Robert Wuliger; **University of San Francisco**, Mel Gorman; **San Jose State College**, Brant Clark, Joseph B. Cooper, Harry Engwicht, William P. Ewens, Carl H. Rich, Roy DeV. Willey; **Colleges of the Seneca**, Ignacy Aleksandrowicz; **Seton Hill College**, Bessie E. McManus; **Shepherd College**, Ruth Conard, Ray E. Harris, Anna P. Widmyer; **Shurtleff College**, Elvira Gellenthien, Clare Jarard, Gordon D. Shipman; **Simpson College**, Glaydon D. Robbins; **Smith College**, Paul G. Kuntz, John C. Ranney, Jane E. Ruby, Milton D. Soffer, Natalie D. Starr, Jean S. Wilson; **University of the South**, Eugene M. Kayden; **University of South Carolina**, Louise P. Cole, Richard B. Davis, Archibald R. Lewis, Robert D. Ochs; **University of Southern California**, William H. Anderson, James W. Bartholomew, Ross N. Berkes, Raymond J. Burby, Everett S. Coffin, Jr., Charles S. Cope-land, Robert F. Craig, Ruth B. Day, Todd M. Doscher, Douglas R. Drury, Alfred W. Einarsson, A. Theodore Forrester, Roy L. Garis, Edward Gerjuoy, William H. Gould, Rose Green, Cyrus O. Guss, Paul E. Hadley, George T. Harness, Claude E. Hawley, Charles C. Hirt, John R. Holmes, Adele Jallade, Arthur R. Kooker, Edward H. LaFranchi, Samuel H. Leger, Henry Lippegau, Ivan A. Lopatin, Dorothy L. Luhrs, Lorna J. McCleneghan, Ludwig Marcuse, John L. Mohr, William E. Parkins, Daniel C. Pease, Spencer D. Pollard, Hazel A. Pulling, George W. Reynolds, Millard B. Rogers, Donald W. Rowland, Samuel Rubin, Bradley T. Scheer, William H. Sener, Jerold Shepherd, Charles E. Sims, Luis H. Tejada-Flores, Frank C. Wegener; **Stanford University**, Virgil A. Anderson, Alfred H. Grommon, George S. Myers, George F. Sensabaugh; **Sweet Briar College**, Belle B. Beard, Mary J. Pearl, Johanne M. Stochholm; **Syracuse University**, Bertram Broder, Leonard Cohen, Roy Dubisch, David B. McClosky, Marcel K. Newman, Leslie R. Parkinson, Robert E. Powers, James S. Rising, Harold E. Rockwell, G. Ralph Smith; **Temple University**, Thomas E. Clayton, Edward Fackenthal, Gaylord C. LeRoy, John A. Lynch, Grace S. Mader, Harry W. Mantz, Joseph A. Palermo, James D. Powell, William Ros-

sky, Robert Rowen, Thomas C. Tatman, Joyce Wardropper; **University of Tennessee**, Harold S. Fink, Wallace Mendelson, Mary W. Peters, W. Roger Rusk, Helen L. Ward, James W. White; **Agricultural and Mechanical College of Texas**, Palmer W. Barker, Melvin S. Brooks, H. Harrison Caldwell, Robert G. Cherry, Horace S. Creswell, Walter L. DeVold, George J. Dillavou, Howard L. Gravett, Victor A. Greulach, Kenneth Hackney, Frank L. Hays, E. M. Hildebrand, Ammon B. Medlen, James A. Moore, Joseph M. Nance, John M. Prescott, Jr., C. Wilson Randle, R. E. Snuggs, C. M. Statham, Vance D. Sumner; **Texas College of Arts and Industries**, Ben P. Bailey, Jr., Stirling W. Bass, Eldon D. Brinley, Samuel V. Burks, May E. Campbell, Lawrence W. Chidester, Moreene E. Crumley, Raymond P. Elliott, R. J. Galloway, Mabel Koontz, Julia Menefee, Hildegard Schmalenbeck, S. Boyd Steward; **Texas State College for Women**, Dorothy A. LaSelle, Arthur W. Woolsey; **East Texas State Teachers College**, Mary Nelson; **North Texas State Teachers College**, Jessie E. Acker, Wilfred C. Bain, Sam B. Barton, Isla M. Chapman, Walter Hansen, Beulah A. Harriss, Joseph Kirshbaum, Editha Luecke, Dude N. McCloud, Hugh M. Miller, Guy C. Mitchell, Mary Patchell, Tom Rose, Elmer L. Schick, Robert S. Sloan; **University of Toledo**, Cornelius C. Ackerman, Floyd J. Brinley, Charles D. Calhoon, Norman Dixon, Alfred F. Foster, Arthur Gould, Stanley R. Gould, Arthur L. Henze, Henry Ludmer, Robert D. Myers, James L. Slechticky; **Trinity College (Connecticut)**, Charles N. Coe, George B. Cooper, Roger Shaw; **Tufts College**, Daniel M. Goldfarb, Robert Gottsdanker, Leo Gross, Lillian Money; **Union College (New York)**, Galen W. Ewing, Alfred T. Goble, Hellmut A. Hartwig, Owen G. Owens, Arthur G. Phillips, Ernst Pulgram, Robert M. Rodney, Winfred M. Schwarz, Howard Sheffer, Robert L. Stanley; **Ursinus College**, Charles C. Wallick; **Utah State Agricultural College**, Clyde Biddulph, Philip F. Fix; **University of Utah**, Frances G. Davis; **Vassar College**, Lenore Chafetz, Adolf Katzenellenbogen; **University of Vermont**, H. L. Ansbacher, Robert M. Carter; **Medical College of Virginia**, Claude C. Coleman; **Virginia Polytechnic Institute**, Lawrence W. Claffey; **University of Virginia**, W. Hubert Baughn, Frank W. Finger, Frank A. Geldard, Lewis C. Goldstein, Glenn R. Noggle, Wayne A. Wallace, Orland E. White; **University of Virginia (Mary Washington College)**, Hugo Ittis, John K. Roach, Hubert C. Shull, James P. Thompson; **Wabash College**, Arnel Dyer; **Washburn Municipal University**, Aletha Applegate, Ernest B. Bader, Barton Bayly, Frances Breneman, Ralph F. Evans, Merton French, Vernon M. French, Laura Z. Greene, Agnes Lebeda, Margaret E. Martinson, George M. Parker, Ruth A. Stout, Karl Svenson, Mildred Throne, Lysbeth Wallace; **State College of Washington**, Raymond R. Jones; **Wells College**, Dorothy Baisch, Camille Kiel, Marion Schleifer; **West Virginia University**, Gertrude McAllister; **West Virginia Wesleyan University**, José A. Fránquiz, E. Kidd Lockard; **Western College**, Evangeline Merritt; **Western Reserve University**, George E. Breen, Hazen C. Carpenter, Russell L. Gee, Frank H. Grant, John R. Grant, Ruth Mulhauser, Margaret Waterman; **Wheaton College (Massachusetts)**, Thyra Vickery; **Whitman College**, Lawrence H. Busard; **University of Wichita**, Shirley Ainsworth, Charles A. Bidwell, Donald O.

Cowgill, Elizabeth Forter, Robert W. Frazer, Eleanor H. McCormack, Agnes E. Nibarger, Robert M. Ryan, Eugene Savaiano, Edna Stone; **College of William and Mary**, Gordon B. Ringgold; **Winthrop College**, Nettie Arterburn, Verna S. Bass, Lloyd C. Bender, Alma Bentley, Edna T. Byrd, Betsey Castleberry, Clarina Cornwell, Louisa D. Duls, Florence F. Goodrich, Margaret H. Gregg, Gertrude Knelleken, Telma Malone, Hester A. Moran, Katherine Pfohl, Julia F. Weill; **Wisconsin State Teachers College (Eau Claire)**, Clarence Brown, Clifford B. Fagan, Earl S. Kjer, Frank L. Klement, Laura E. Sutherland; **University of Wisconsin**, Lee E. Lawrence; **Yankton College**, Lucile Eldredge, Emanuel H. Wilske.

Transfers from Junior to Active

Adelphi College, A. Thomas Veltre; **Anderson College**, Constance M. Syford; **University of Arkansas**, Clement B. Waterfield; **Army Language School**, Gleb Bogoiavlensky; **Bluefield State Teachers College**, Charles R. Gilbert; **University of Chicago**, John A. Wilson; **Drake University**, Harlan L. Hagman; **Indiana University**, Ernest W. Baughman, Sunder Joshi, Robert W. Mitchner; **Manchester College**, Mary Lou Mills; **Princeton University**, Robert Kirsner; **Stanford University**, William D. Lucas; **University of Tennessee**, Margaret P. York; **West Virginia University**, Minnie J. Merrells.

Junior

Southern Illinois Normal University, Bernice L. Sickman; **State University of Iowa**, Arthur Irion, Alfred H. Shephard; **University of Kansas**, Russell H. Barrett, Ruth C. Schillinger; **University of Kansas City**, Donald E. McCoy; **University of Michigan**, Emiliano Gallo, William Giuliano, Kenneth M. MacLeod; **New Mexico State College**, William G. Reed; **University of New Mexico**, Arthur Weber; **Northeastern University**, Glen H. Bowersox; **University of Notre Dame**, Charles F. Ehret, Cyril V. Finnegan, Gordon R. McKinney; **University of Oklahoma**, George N. Bennett; **University of Southern California**, Hershel L. Herzog, Katharine Lackey, Holly Mertel; **Texas College of Arts and Industries**, Waldo B. Newcomb; **Wells College**, Barbara J. Gosda; **Yale University**, Francis H. Horn.

Academic Vacancies and Teachers Available

To assist in the placement of college and university teachers the American Association of University Professors publishes notices of academic vacancies and of teachers available. It is optional with appointing officers and teachers to publish names and addresses or to use key numbers.

Letters in reference to announcements published under key numbers should be sent to the Association's central office for forwarding to the persons concerned. Address in care of the General Secretary, American Association of University Professors, 1155 Sixteenth Street, N. W., Washington 6, D. C.

Vacancies Reported

Biology, Zoology, and Botany or Bacteriology: Assistant professorship, small liberal arts college for women, East, Master's degree required. V 1202

Business English (Report writing, some speech work, etc.): Eastern college of Business administration, near Boston. Man. Ph.D. preferred. Age: 30-50. Permanent position. Successful business experience desirable. Beginning September, 1947. Starting salary \$3500, depending on qualifications. V 1203

Chemical Engineers: Accredited Eastern university has opening for assistant or associate professor, depending upon qualifications, to teach advanced courses and conduct research in chemical engineering. Requirements: Ph.D. in chemical engineering and some industrial experience. Also opening for instructor or assistant professor, experience and advanced degree desirable but not a requirement for consideration. Opportunity available for continued study for advanced degree. V 1204

Chemistry: Department chairman with Ph.D. and experience—preferably as department chairman, professor or assistant professor. Southeast; 4000 students, city of a half million. Must be good instructor and organizer. (Also need good man to head Commerce Department—see V 1206.) V 1205

Chemistry: College located near Philadelphia; rank of associate or full professor; salary \$4000 to \$5000. V 1225

Commerce: Need good man with experience; Ph.D.; city university in Southeast. Must be good organizer. Should be familiar with practical problems in commerce. (Also need good chemistry professor—see V 1205.) V 1206

Economists: College in Northeast desires economist, Ph.D. preferred or requirements nearly completed, with training in labor economics and statistics. Salary and rank according to applicant's qualifications. Also want economist to teach principles of economics, general accounting, and government and business. V 1207

Economics and Finance (Economic History, Business Cycles, Money and Banking, Economic Trends, etc.): Eastern college of business administration, near Boston. Man, Ph.D. preferred. Age: 30-50. Permanent position. Successful business experience desirable. Beginning September, 1947. Starting salary \$3500 to \$4500, depending on qualifications. V 1208

English: Instructor or Assistant Professor, Midwestern university. Ph.D. preferred; M.A. acceptable if further study contemplated. Salary range \$2400-

- \$3100 for 9 months; summer optional, \$600-\$800 additional. Retirement program provided. V 1209
- Finance (Money and Banking, Corporation Finance, Investments, Security Analysis, etc.): Eastern college of business administration, near Boston. Man. Ph.D. preferred. Age: 30-50. Permanent position. Successful business experience desirable. Beginning September, 1947. Starting salary \$3500 to \$4500, depending on qualifications. V 1210
- German: Excellent salary with rank of Assistant Professor in small well-known Virginia college for men. M.A. degree. Must have had experience in teaching scientific German. V 1211
- History and Political Science: Survey courses in American history, Western civilization and American government. Begin September, 1947. Assistant professor in leading teachers college in East. Ph.D. preferred. Beginning salary \$3000 to \$3600 for 10 months. Summer school optional. V 1212
- Mathematics: Southwestern church-related university. Man, Ph.D., with teaching experience. Salary \$3600 for 9 months. V 1213
- Mathematics: Instructor or assistant professor, Midwestern liberal arts college of high standards. Successful college teaching experience required, Ph.D. preferred. Opportunities for promotion excellent. V 1224
- Philosophy: Midwestern university with active department of philosophy and religion has two positions open at ranks of instructor and/or assistant professor. Salary range: \$2400-\$3200. Men under 40, with broad interests, preferred. Adequate knowledge and training required, but those of exceptional ability with unusual prerequisites are invited to reply. State interests, qualifications. V 1214
- Physics: Southwestern church-related university. Man with Master's degree and teaching experience to teach radio theory and electronics. Salary range: \$2400-\$3300 for 9 months. V 1215
- Physics: Man, north central college, appointment beginning September, 1947. Rank and salary dependent on training and experience. Doctorate preferred, but not absolutely required. V 1216
- Psychology: Man, associate professor, Eastern technical institution. Beginning September, 1947. Salary approximately \$4500 for customary two semesters' teaching. Opportunity to develop industrial program. V 1217
- Psychology: Man, assistant professor. Eastern technical institution seeks able young man desiring promotion. Salary range: \$3200 to \$4000. Probable salary \$3600. V 1218
- Sales (Salesmanship, Sales Management, Marketing, Advertising, etc.): Eastern college of business administration, near Boston. Man. Ph.D. preferred. Age: 30-50. Permanent position. Successful business experience desirable. Beginning September, 1947. Starting salary \$3500 to \$4500, depending on qualifications. V 1219
- Social Science: Woman's college near Washington, D. C. Instructor with some background in economics, sociology, and political science to teach freshman introduction to social science. Can be done on part-time basis, 3 days a week (Tuesday, Thursday, Saturday); if full-time must also teach statistics or political science. V 1220
- Sociology: Texas state-supported teachers college, associate or professor and head of department, depending upon training, experience, and other qualifications. Salary \$2900 for 9 months with possibility for summer work. M.A. required, Ph.D. preferred. V 1221
- Sociology and Statistics: Woman, instructor or assistant professor, Eastern college for women, beginning September, 1947. Master's degree or equivalent essential, Ph.D. desirable. Courses in elementary sociology and elementary and intermediate statistics. V 1222

- Spanish: Man, professor, philology and older literature, with good research record and publications; preferably not over 50; large south central university. V 1223
- Spanish and French: Opening for fall semester, September, 1947 at small co-educational college with distinctive program of individualized instruction. Instructor, salary \$2640-\$2860 for two semesters. Man or woman with M.A. minimum, oral competence in both languages. Apply to President Edward C. Fuller, Bard College, Annandale-on-Hudson, New York.

Teachers Available

- Accounting: Man, 44, married, 2 children. Baccalaureate and Master's degrees; doctorate near completion. Sigma Xi, Phi Kappa Phi, several scholarships. Experience includes several years of travel, study, and work in foreign countries in addition to 9 years' of successful university teaching in the United States. Demonstrated capacity to attract and hold interest of students, to induce and maintain good morale, and to secure their active cooperation in attainment of high standards. Qualified to organize and administer educational programs at university level. Desires full or associate professorship with opportunity to give excellent course in principles of accounting, an outgrowth of intensive teaching and development work during the past 5 years. Available fall, possibly summer, 1947. State salary range, tenure policy, prospects of advancement, and availability of living quarters. A 2591
- Accounting: Man, 46, veteran, married. C.P.A., M.B.A., additional postgraduate work in finance and statistics. Sixteen years' college and university teaching in accounting and statistics, much of time as head of department. Three years' full-time and 12 years' part-time public accounting experience. Member of American Institute of Accountants and admitted to practice before U. S. Tax Court and U. S. Treasury Department. Present rank: associate professor and head of department in Midwestern university. Available summer or fall, 1947. Only a permanent position desired. Salary, \$4500 for 9 months. A 2592
- Accounting: Ph.D. from outstanding Midwestern university. Seven years' full-time teaching; federal government, 6 years; comptroller for manufacturer, 3½ years. Continued active in teaching on part-time basis. Professorship desired. A 2593
- Advertising, Marketing, Merchandising, Retailing: Woman, 29, now teaching. Two years' teaching experience, 6 years' business, one year government. M.S., N.Y.U. School of Retailing. Seeking permanent post at high-ranking college. A 2594
- Air Transportation, Economics, Journalism: Man, 31, married, 1 child. M.A. University of Missouri, 1940. Experience: newspaper, banking, city planning, market research for one of largest aircraft manufacturers. Now collaborating on book in economics of air transportation. A 2595
- American History: Former preparatory school department head. Associated for several years with teacher training work, now teaching survey courses, seminars, and tutorials in small collegiate institution. Desires change with teaching and research opportunities. A 2596
- American History and Literature: Man, 26, married, no children. A.B. magna cum laude, Harvard, 1942. Phi Beta Kappa. M.A. in history, Harvard, 1946. Passed general examinations for the Ph.D. in American civilization, 1946; writing Ph.D. thesis. Experience: 2 years' private tutoring, 3 years' assisting in courses at Harvard, 3 years' college teaching, Boston. 1½ years as research assistant. Wants position at university or college teaching American civilization, American literature, American philosophy, or American history. A 2597
- Art Historian: Ph.D., Aexperienced teacher and scholar. Army University, Monu-

ments and Fine Arts officer, just returned from Europe, available immediately. Outstanding references. A 2598

Attorney at Law: J.D., Coif man, former judge and attorney in Germany, fully European and American trained, forceful personality, to teach jurisprudence, comparative law, business organization, contracts, conflicts, property, future interests, restitution, office practice, bills and notes, wills, constitutional law and related subjects. A 2599

Band Conductor and Instrumental Music (Brass): Man, 27, single. B.S., completed semester's graduate study on Master's degree in music education. Desire to continue work during summers toward Master's degree. Experience: 2 years' as high-school band conductor and instrumental music supervisor; 1 year as instrumental music instructor in a recognized senior college's summer band school, band conductor as student assistant of a college R.O.T.C. band in a recognized senior college; experience as clinician of a regional high-school band clinic (Texas). Active member of National and State (Texas) Music Educators Associations. Prefer position in senior or junior college with advancement, in Texas or Southwest. Will accept position as assistant band conductor in large recognized university or college. Excellent references. Available September, 1947. A 2600

Biology, Zoology: Man, married. Ph.D. About 17 years' teaching experience. Several publications. General zoology, invertebrate zoology, protozoology, parasitology. Can teach general biology and general botany. Desires at least associate professorship at minimum salary of \$3750. Minors, botany and bacteriology. A 2601

Biology (Zoology, Entomology, Botany): Man, married, 2 children. B.S., M.S. and doctorate at leading universities, publications. Experience includes 16 years of college and university teaching of both introductory and advanced courses in the foregoing fields. At present head of department in temporary accredited institution. Wishes department chairmanship or professorship, preferably in East. Available September, 1947. A 2602

Botany (Morphology-mycology): Man, 48, married, 2 children. Ph.D. Listed in current editions of *American Men of Science*. Fifteen years' college and university experience. Sigma Xi, Phi Sigma, Gamma Alpha, Fellow A.A.A.S. Several publications. Can teach general botany, morphology, technique, cytology, histology. Minor, plant pathology. Now available. A 2603

Business Administration, Economics: Man, 35. B.S. and M.S. degrees Columbia. Expects to receive Ph.D., June, 1947. Has taught principles of economics, economic history of the United States, introduction to business, transportation, marketing, and allied subjects. Current rating, assistant professor. Available September, 1947. A 2604

Business Administration, Business Education: Man, 42, married. B.S., M.A., J.D. Member of New York and Federal Bars. Subjects: accounting, business law, business mathematics, insurance, real estate, personal finance, consumer economics, methods of teaching business subjects. Rich teaching experience at secondary, adult education, and college levels. Unique combination of cultural background and practical experience in business and the law. Member of many professional organizations. Author of more than 15 articles. Advisory editor of professional journal. Listed in prominent biographical directory. Presently well established in an accredited college as assistant professor but seeks broader opportunity. East preferred. Excellent credentials as to teaching personality and ability. Available September, 1947 or September, 1948 and summers. A 2605

Business Management, Accounting: Mature man, married. Ph.D. Training and university experience unusually broad. Travel, some significant research and administrative work. Desires to relocate where scholarship and proved cooperation are appreciated. A 2606

Drama: Man, 42. Ph.D. Yale, Iowa. Fifteen years' experience in college work—general speech, correction, radio, theatre, literature, plus acting and directing in professional stock and little theatres, and business and administrative experience. Articles on esthetics and criticism; Phi Beta Kappa. Now professor and chairman of college speech-drama department. Wish to change location in June as department head and/or teacher of theatre history, dramatic criticism or playwriting, dramatic literature, some directing; will consider other combinations or administrative post. A 2607

Dramatics: Woman, 37. M.A. Fifteen years as a dramatic director and instructor of theatre arts and speech. Has had experience as radio and television director in colleges and summer theatres. Desires position in eastern college as director and head of theatre. A 2608

Economics: Man, single, Ph.D. Experience includes mortgage research for banks; economist in three federal agencies; 10 years' teaching at major universities and colleges; now in leading Southern university. Publications; further research in progress. Excellent references. Has taught money and banking, finance (corporation, public, international, mortgage), labor, principles and theory; also marketing, transportation, business organization. Associate professor now and in previous position. Seeks full professorship in best liberal arts college or associate professorship in good university. Minimum: \$4200 for 8 or 9 months. Available June, 1947. A 2609

Economics: Man, 33. Three years' teaching experience, 5 years as top-level economist with government agencies, including W. P. B. and State Department. Columbia Ph.D. Long publications' record. Specialties: history of economic thought, labor, business cycles, industrial organization, money and banking, international trade. A 2610

Economics or Sociology: Man, 32, married. M.A., now working on Ph.D. in field of labor economics. Seeking instructorship in college, preferably with facilities for graduate study and advanced research. Publications. Phi Beta Kappa. A 2611

Economics: Man, retired at end of current academic year. In excellent health and vigor. Thirty-five years of teaching college economics, 26 as head of department. Preferred subjects: principles, development of economic thought, private enterprise system, comparative economic systems, business organization. Second choices: government control of business, business cycles. References. A 2612

Economics: M.A., Columbia; Ph.D. work almost completed. Specialization in labor economics. Broad college teaching and government experience. Now with government. Wishes return to college teaching, preferably in East. A 2613

Economics and Business Administration: Man, 49, Ph.D. Twenty years of successful teaching experience in liberal arts colleges. Teaching experience covers almost entire field of economics and business courses, with emphasis mostly on management and labor courses. Formerly government economist and some research experience. Prefers Middle West and East. A 2614

Economics (Public Finance, Economic Principles and Theory, Money and Banking, Labor Economics): Man, 37, married, Ph.D. Seven years of college teaching experience; now head of department in small state-supported college, but desires professional advancement. Prefers West. A 2615

Economics and related teaching or research: Man, married. Chicago Ph.D., inter-departmental. Recently placed in administrative work, prefers return to teaching-research. A 2616

Economics, Principles, Systems, Theory, History of Economic Thought; Elementary Statistics; Economics (and Politics) of the Far Eastern countries and of Russia: Man, 46. M.Ec., A.M., Ph.D. Many years of teaching experience and research in China, Japan, U. S.; many articles and books; command of

- Chinese, Japanese, and Russian; now on the staff of SCAP in Tokyo. Available January, 1948, for permanent university position. A 2617
- Economics and Sociology: Man, 46, married, 2 children. Yale A.B., Phi Beta Kappa, Harvard Ph.D. Broad teaching experience. Now professor in well-known eastern college. Desires advancement. A 2618
- Economics and Sociology: Woman, Ph.D. Special field, labor. Eleven years experience in junior college and college teaching. Principles, economic history, labor problems, consumer problems, introductory sociology, history, medieval, modern, American. A 2619
- Education: Man, married, Ph.D., excellent university. Deweyan trend, but original thinker; very broad and yet concentrated training. Special interest, philosophy of education. Eighteen years' teaching experience. Interested in music and art; much training in the humanities. Holds good position. Minimum salary, \$5000. Publications. A 2620
- Education: Man, Ed.D., 32, married. Elementary school teaching experience; Education Officer in Army, highly recommended. Available for teaching, administration or research, August, 1947. A 2704
- Education, English, Physics: Man, 34, married, M.A., 5 years of college and secondary experience. Extensive experience college admissions, curriculum planning, electronics. Prefer South, Southeast. A 2621
- Education, History and Philosophy of: Man, 33, married, 1 child. Ph.D., 1947. Phi Delta Kappa, Sigma Xi, other honoraries. Other subjects: research methods, statistics; substantial minor in mathematics (M.A.). Eight years' successful college teaching. Prefer university. Available September. A 2622
- Electrical-Agricultural Engineering, Physics: Man, 36, married, 3 children, Protestant. State College of Washington, 1933, B.S. in E.E.; 1934, M.S.A.; 1939, Ag.E.; Iowa State College with professional engineering licenses to practice agricultural and electrical engineering. Tau Beta Pi. Available September 1. Nine years of teaching, research, extension and professional type of work. U.S.-D.A., War Food Administration and power systems. Three years in the U. S. Department of Interior, and one-half year in the U. S. Maritime Commission, War Department, and Coast Guard. Author of Extension Bulletin 336 "Sprinkler Irrigation." Desires connection as administrative officer. A 2623
- Electrical Engineering: Man. Desires a full professorship or lecturer contract in machine theory, machine design or industrial electronics, on a nine-month basis. Interested in college, junior college or institute fields. Present location is Ohio; desires to locate in Pennsylvania, New York, or Ontario. Available for fall, 1947. A 2624
- Electrical Engineering and Applied Mathematics: Teaching position desired by Doctor of Electrical Engineering with M.A. in Physics. Several years experience in teaching (including graduate) and research (academic and industrial). A 2699
- English: Man, 52, married. Ph.D. Midwestern university; college teaching experience; especially interested in freshman English and English language courses; available September, 1947. A 2625
- English: Man, 55, M.A., North Carolina, with more than Ph.D. equivalent in eastern and foreign universities. Seventeen years' experience in colleges (including Annapolis) and private academies. Foreign residence, travel, and study include two trips to Europe and three years as U. S. Consul in Chile. Qualified also to teach undergraduate courses in international relations, economics, and government. Good health, single. Available immediately because of recent change in personal circumstances. A. A. McKay, Raeford, North Carolina.
- English: Man, 36, married. Ph.D. Phi Beta Kappa, productive scholar, teaching ability proved by 8 years' experience; assistant professor university, seeks associate professorship university. A 2626

English: Woman. Two years beyond M.A. Experience in both state and church colleges. Special interests: nineteenth century, novel, advanced composition, Browning, introduction to literature. Has taught other courses as well. At present assistant professor. Desires position in liberal arts college. Available June or September, 1947. A 2627

English: Man, married, Ph.D., Northerner with 11 years' successful teaching experience in the South. Would like position in New York or in a state university with access to good library. Prefers large classes. American literature, Renaissance. Extremely well trained in other fields, and would be glad to be useful where need is greatest. Publications, travel. A 2628

English: Man, 41, married, 2 children. Ph.D. Duke University. Fifteen years' teaching experience in both private and public colleges and universities. Recent publication of a critical study of major English poet of nineteenth century, favorably reviewed by leading scholarly critics and now in second printing. Special fields: 19th century poetry and prose, and regional literature of Far West. Exceptionally broad interests in literature, music, drama, philosophy, and creative writing. Primarily interested in good teaching, scholarly research in romanticism, and creative writing of historical fiction. Now concluding temporary appointment in well-known small college. Desire permanent post with rank and salary of associate or full professor in first-class small college or smaller university. Available after June 4, 1947. A 2629

English: Man, 34, married; Ph.D. Nine years teaching experience in three eastern colleges. Publications. Present rank: assistant professor. Desires place with permanent possibilities. \$3500 minimum. A 2630

English: Man, 32, single. Oxford B. Litt., Princeton Ph.D., highest honors and Phi Beta Kappa. Four years' teaching in endowed university, five in state college. Wartime service overseas as civilian. Trained in classical and modern European literatures as well as English. Active in research: numerous articles published, significant literary biography and anthology of eighteenth century literature under way. Desires position with time and facilities for research, and teaching of literature (not composition). Fields: eighteenth century and romantic period. A 2631

English: Man, 45, married. Ph.D., Harvard; Phi Beta Kappa, M. L. A., scholarships, honors. Textbook, articles, administrative reports, editing. 20 years' teaching: staff member in 3 institutions, visitor to 4 others; 13 years in present post (Western state university, full professor, salary \$4650). Special fields: criticism, 19th century; broad background in arts, humanities. Chief interests: teaching, organization, general education. Desires permanent position in milder climate, Pacific Coast preferred; administrative responsibilities welcome. Available September. A 2638

English: Man, 30, married, 1 child. Ph.D. in June or August of this year; working in the Renaissance. Six years' teaching experience in eastern university, including composition, survey of literature, creative writing, the novel, and contemporary literature. Army service; discharged April, 1946. Available September, 1947. A 2632

English: Woman, single. M.A., M.S.; master's English major; successful teaching period years; prefer warm climate, Florida, California, other. A 2633

English: Man, 35, married, Ph.D. Phi Beta Kappa. Nine years' university and college teaching experience. Wide travel. Some publications. A 2634

English (American literature): Man, 38, married, Ph.D., publications, eleven years' university experience—nine in teaching, two in administration, at present assistant professor in engineering school. Desires position in non-sectarian institution with a first-class library. Should like to teach advanced American literature courses and direct graduate work. A 2635

English and American literature survey, advanced composition courses: Woman. Ph.D. Two years' woman's college, 7 years' university teaching. East or Midwest. Publications. Now working on biography in American literature.

A 2636

English Chairman or Dean: A man who can really teach and inspire students, organize and lead his colleagues, and get the best out of people. Now happily situated; is ambitious for a bigger and harder job.

A 2637

English and/or Comparative Literature and/or General Humanities, particularly Western Literature, Art and Civilization, Classical and Romance languages and literatures: Undergraduate or graduate teaching and/or administration, especially student guidance and coordination of curriculum. Vassar, Wellesley, Harvard background. M.A., Ph.D., Phi Beta Kappa. European and American fellowships and travel. Wide and successful college and university teaching and administrative experience. Publications. Research. Lectures. Excellent references. Location desired: New York City or suburbs.

A 2638

English Language and Literature: Woman, A.M. and Ph.D. trained in midwestern university, at Bryn Mawr, and at Yale. Rich cultural background; 14 years' of teaching experience as instructor and also professor in two major state universities, a state college, and earlier in two small colleges of high rank. Extensive research; scholarly papers and articles. Scholarly affiliations; extensive European travel in England, France, and Italy. Graduate training in Germanic and Romance languages and in philology as minors. Continuous research for publication in Tudor Renaissance and in the Spenser group, especially. Now associate professor teaching freshman composition, survey, Milton, Shakespeare, and American literature in small evangelical, narrow church college with no facilities. Desire to return to state university or broad liberal arts college.

A 2639

English: Woman, 26. B.A., University of California, 1942, French-English, Phi Beta Kappa. M.A., Smith College, 1944, English-aesthetics. Two years' co-educational college experience teaching freshman English, survey of English literature. Desires college or university placement. Especially interested in continuing graduate work.

A 2640

Executive Assistant to University President: Man, 46, married, 2 children. B.S. in psychology and education. 3 years' graduate work in history at Chicago U. 6 years' experience as assistant dean, assistant registrar, and instructor in history at a large, liberal and progressive coeducational college in the Middle West. 12 years' of increasingly responsible experience in Washington as administrator in statistical, educational and cultural programs of the federal government. Would consider position as executive assistant to president of a leading U. S. University. Familiar, by experience, with work of learned societies and foundations. Ready and capable of immediately assuming major responsibilities. Present salary \$7500 in permanent Civil Service position.

A 2703

Foreign-area set-up (in general and especially), Far Eastern cultures alone or combined with general-social-science or sociology: Man, married, Ph.D. Early experience in foreign trade in Far East, then in U. S. Government service, research, and 11 years' university teaching, with considerable writing. Wishes now to utilize experience and research materials for more creative teaching and continued writing.

A 2695

French: Man, 42, married. Ph.D. Minnesota, 20 years' college teaching experience, extensive travel and foreign residence, unusual oral facility, Molière specialist, publications and public speaking, desires change from present post as head of department in large Midwestern college. Opportunity for advanced teaching required. Available summer, 1947.

A 2641

French: Woman, exchange student, B.A., Brevet Supérieur, Professor at de Ecole Normales, 3 certificats Licence Sorbonne, 31 hours of education (graduate and undergraduate), wide teaching experience at all levels, research in 2 countries,

- travel in Spain and Portugal. American citizen; 2 American children, boy in Army; wishes position in education department with university, high school or in Romance language department with possibility of specialization in language teacher training. A 2642
- French, German: Mature woman. A.M. in German, Ph.D. in French, European diploma. Now head of modern language department in small college, wishes decently paid position in the East for about 3 years. Publications. A 2643
- French Language or Literature: Woman. (See Political Science, etc., A 2679.)
- French, Spanish: Young woman. B.A., Hunter College, M.A., University of Cincinnati (Romance languages). College and high school experience in New York City schools. Successful organization and leadership of language clubs. Now employed but desires return to college teaching. Academic awards, professional societies. Available July, 1947 at \$2400. A 2644
- French, Spanish: Man, 35, veteran, married, 2 children. Ph.D., Phi Beta Kappa, 10 years' college experience. Travel in Europe and Mexico. Numerous publications and book now in preparation. Wishes connection in Midwestern or Eastern college or university. Available June or September, 1947. A 2645
- French, Spanish: Man, 40, married, Johns Hopkins Ph.D. Phi Beta Kappa. Now Cultural Attaché completing third year in Europe; desires administrative position or professorship in college in 1947 or 1948. No particular geographical preference. More than 10 years' teaching in Eastern colleges; experienced administrator and librarian. Anticipating home leave summer, 1947. A 2702
- German: Man, 45, married, Ph.D. Twelve years of college teaching. Publications. Experience in academic counseling and extension courses. Now in university connection. Available September, 1947. A 2646
- German, also Economics (Theory, History of Doctrines, Money and Banking): Doctorate, University Vienna. Sixteen years' university teaching in U. S., both German language and literature (incl. scient. German), and economics. At present with university in East, publications, mimeographed teaching material. Reader text in preparation, own recordings and abundance of visual material. Music lover. Desires change to position with liberal arts college and opportunity for research and writing. A 2647
- German, French (preferably German): Woman. A.B. cum laude, M.A. in French and German, Ph.D. in German. Seventeen years' experience. Excellent references. A change is desired for the purpose of professional and financial advancement. Desires summer position, June, 1947 and a permanent position, September, 1947. Small town would be preferable to a large city. A 2648
- Greek, Latin: Man, 36, Ph.D., Phi Beta Kappa. 9 years' college teaching experience. Steady research and publication. Besides language courses, able to teach also ancient history, classical literature in translation, classical civilization, art, and archaeology, Greek philosophy, medical Greek and Latin. Now employed on permanent tenure, but desires greater opportunity. Available June, 1947. A 2649
- Guidance-Personnel: Man, 48, married, 3 children. B.S. Education, University of Illinois, M.S. Education, Illinois. Fifteen years of considerable and successful experience in general guidance at three state universities. Undergraduate study and graduate major in guidance and personnel work. Trained and experienced in testing and clinical work. Instituted programs in educational, vocational, and personal guidance. Teacher training experience. Author, publications. In excellent health. Desires position as personnel director recognized college or university. A 2650
- History: Man, 32, married, Ph.D., June, 1947 (in process), Texas University. Three years' high school teaching. Navy Lieutenant during War. Desires posi-

tion in American history. Minors: British history and economics. Emphasis on agriculture in both history and economics. A 2651

History: Man, 31, Protestant, Ph.D. University of Michigan. Prefer teaching modern Europe, English history, and period courses, but am also interested in freshman work. Have taught economics and geography on the college level as well as history. Excellent recommendations from Carnegie Institute of Technology, Rensselaer Polytechnic Institute and Emory University. Minimum rank as permanent appointee, assistant professor. Interested in research. Available September, 1947. A 2652

History: Man, 24, American citizen from Puerto Rico, candidate Ph.D., Ohio State. Specialization, Latin American history; can also teach European or American history, political science, Spanish. Member Phi Alpha Theta; teaching University of Puerto Rico summer, 1947; available August or September, 1947. A 2653

History: Woman, Ph.D. Field of research: medieval English history. Eighteen years' college teaching experience: medieval, modern European, Russian history. Phi Beta Kappa. Publications. Travel. Now on tenure but desires more adequate salary or some opportunity for research. A 2654

History and Political Science: Woman. Doctorate in political science in September, 1947. Western European history and government: specialized in French Renaissance and modern history and government; comparative Constitutional history and government. Recently returned from France; extensive European background and travel; government experience. Available September, 1947 for position in East. \$3000. A 2697

U. S. History, Geopolitics, Contemporary History: Man, 35, married, 2 children. Majors in recent U. S. history and political science. A recognized authority on World War II and Naval history. 12 years' teaching experience. A prize-winning book and over 125 articles in leading publications. Magazine editorship and professional lecturing. Research experience extensive. Hold rank of professor in state college. Desire advancement. Available on reasonable notice. A 2655

Home Economics: Woman, Ph.D. Clothing and Textiles. 6 years' college teaching and research. Qualified for all phases of clothing, textiles and textile research. Desires position in eastern coeducational school. \$3500 minimum. A 2656

Italian: Man, Ph.D. of Italy, naturalized American citizen, born in Italy, successful teaching experience, now employed, excellent recommendations, desires change. Available for summer or September, 1947. A 2705

Journalism and/or Creative Writing or Current Reading: Man, 30, veteran, married. M.A. journalism, plus 2 years in creative writing and social science; 4 years college teaching in field and direction of All-American paper and magazine. Experience: army journalism, radio direction, and in writing for national magazines. Present salary \$3600 (with summer). Available June or September. A 2657

Marketing, Economics, Research: Man, 36, married. Ph.D. work virtually completed. University teaching experience, business management experience, and government experience in administration and in directing research on large scale. Now professor of marketing and exporting and director of research. Available in September, 1947. A 2658

Mathematics: Ph.D. with several years of teaching and research experience in applied mathematics, theoretical physics, mechanics. Many publications. At

present assistant professor in a large state university. Wants permanent position. A 2659

Metallurgical Engineering: Professor, present head of department in Midwest college, is seeking a permanent teaching contract in the East, on a 9-month basis. Available for next fall. A 2660

Modern Languages, Comparative Linguistics and Literature: Woman, Ph.D., studied in European and American universities, including recent visiting scholarships at Yale and Columbia. 13 years' college teaching experience as professor of German, published, travelled. Present position, specialized research in government agency. Would be interested in suitable teaching position. A 2661

Modern Languages: Woman, Ph.D. French and Spanish. Two research fellowships. Now head of department in small college. Wishes to move to institution in or near city. Will take headship of department in small institution or assistant or associate professorship in larger institution. Available September, 1947. A 2662

Music: Man, 42, married, 2 children. Ph.D., Iowa, in composition. Artist Diploma, Juilliard. Nationally known composer, pianist, organist, and conductor, with special talent for administrative work. Desires to be dean or head of music department in a progressive school with 20th Century ideas. Present position, professor and head of theory department in large Southwestern university. A 2663

Music: Man, 51, A.M. Columbia. Many years in Eastern secondary and college teaching, giving courses in harmony, counterpoint, history, appreciation, special periods and composers. Broad experience as conductor of professional and student orchestras. Active in promotion of contemporary American music. Composer; lecturer; author of research studies published in professional journals. Organizing and executive experience. Prominent offices in professional organizations. Available immediately. A 2664

Music: Architectural Engineer with M.S. degree, age 39, wishes to become instructor of harmony, counterpoint and related subjects. Graduate N. E. Conservatory (Composition). Church organist 19 years. Carl Howard, 122 Powder House Blvd., West Somerville 44, Massachusetts.

Music (Theory, Music History and Literature): Man, 37, married. B.M., M.A., soon to receive Ph.D. Magazine articles, numerous compositions. 13 years' experience in teaching. Now head music department junior college. Desires change to non-headship in music department high-ranking university or liberal arts college located in or near large city. Available September, 1947. A 2665

Music (Theory, History, Appreciation, Organ, Piano, Voice, Conducting): Man, 49, Frenchman married to an American citizen, 7 children. Former pupil of Vincent d'Indy at the Schola Cantorum, Paris; former professor at the Conservatoire de Musique de Nevers; composer. Docteur es Lettres, Sorbonne, Paris. Would consider any position as head of department. Available September, 1947. A 2666

Music, Vocal and Choral: Man, 31, married, Mus. B., Syracuse; M.A. in Music, Columbia; 35 hours' postgraduate work, Syracuse University, Juilliard Graduate School. 6 years' teaching experience, including 3 in U. S. Army. Former position: professor of voice and head of the voice and choral departments. Teachers: Mme. Frances Alda in Voice, Maggie Teyte in French Songs, Coenraad Bos in German Lieder, Charles Baker in oratorio. Considerable concert, oratorio, radio, and church experience. A 2667

Parasitologist, Zoologist, Biologist: Man, M.S., Ph.D. 12 years' teaching experience; 5 years' field work (3 years' tropical), parasitic diseases; research; publi-

cations. Now employed, school of medicine. Desires change. Can teach parasitology; protozoology; general, invertebrate, and taxonomic zoology; comparative and mammalian anatomy; general biology. Prefers medical parasitology.

A 2668

Philosophy: Young man, married. Ph.D. Harvard University. Master's in Mathematics. Taught mathematics and physics during the War. Now assistant professor of mathematics and philosophy in a college. Wishes position in a university. Excellent references. Phi Beta Kappa.

A 2669

Philosophy, Classical Languages: Woman, unmarried, Ph.D. of large American college; degrees of European universities. 12 years' teaching experience in Europe and the United States. Research, publications, references. Now instructor in large eastern college, desires opportunity for professional advancement. Experience and excellent references also as teacher of German and Spanish. Eastern college or university preferred.

A 2670

Philosophy (political philosophy, ethics, history of philosophy), Political Science: Man, married. Ph.D. in philosophy; subsequent graduate study in economics. 13 years' college and university teaching in philosophy; 12 years' government service—economic investigation, analysis, research—mainly in connection with various phases of public control of business. Full-time position in philosophy desired, but might consider combination of philosophy and certain courses in political science or economics. Available June or September, 1947.

A 2671

Philosophy and/or Psychology: Man, 45, married, child. A.B. (Boston University), M.A. (Brown), Ph.D. candidate (Harvard—all requirements met, thesis to be completed next summer). Special fields: ethics, dynamic psychology. 7 years' university (philosophy, psychology, history of world culture) and 11 years' secondary (English, public speaking, history) teaching. Research, publications, editorial and public service experience as well. At present employed on both levels of teaching. Desires permanent position in college or university with opportunity for advancement. Dynamic teacher.

A 2672

Philosophy, Psychology, Education: Man, 41, Ph.D. in philosophy; 10 years' successful experience in collegiate teaching and in administration on undergraduate, graduate, and adult education levels. Desires permanent position in recognized college, university, or school of education. Present salary, \$4300.

A 2673

Physical Education and Athletics, Director of: Man, 48, married, 3 children. B.S., Education, University of Illinois, M.S., Education, University of Illinois. 22 years' successful experience at five state universities as professor of physical education, acting director of athletics, coach of football and other sports. Excellent references. Author publications, also training in guidance and personnel work. Desires advancement to position as Director of P.E. and/or Athletics, preferably no coaching. In excellent health.

A 2674

Physics: Man, just over 35, married, Ph.D. Experienced as chairman in three different institutions; seeking similar position or professorship if improvement. Available immediately or at end of semester, or perhaps at end of summer session.

A 2675

Physics: (See Mathematics A 2659.)

Plant Physiologist and Biochemist: Ph.D. 1941. Experienced teacher with 17 years of plant research. Research publications and press bulletins. Sigma Xi, American Society of Plant Physiologists. Only permanent position considered. Prefer Great Lakes area.

A 2676

Political Science: Man, 33, Ph.D., J.D. 4 years with outstanding European university, 7 years' university teaching in the United States. Wide range of courses, preference for international relations, international law, political geography, com-

- parative government, political theory. Chairman of department, founder-director of a government service training program. Five modern languages, publications, speaking engagements, extensive travel. A 2677
- Political Science: Woman. M.A. in political science in June, 1947. Phi Beta Kappa. International relations and international law, American government and Constitutional law, research experience. Available September, 1947 for position in Midwest or East. \$2600. A 2678
- Political Science, Economics, International Relations, Government: Man, 45, veteran, married, 1 child. LL.B., to obtain M.A., Yale University, June, 1947. Wife, 36, M.A., Radcliffe; Diplome d'Etudes Universitaires, Université de Paris; 7½ years' teaching experience, French language or literature. Would like to teach in same institution beginning September, 1947. A 2679
- Political Science, specialties in Theory, American Government, and Labor: Man, 33, married, 3 children. Ph.D. Enjoy present teaching position, but investigating further opportunity. A 2680
- Psychology: Man, 44, Ph.D. Fellow APA; EPA; American Academy of Political and Social Science; experience in teaching and research; travel and publications. Now associate professor at Midwestern university, wants to be located East. A 2681
- Psychology and/or Personnel Work: Man, 38, married, 2 children. Ph.D. 8 years' university experience, preceded by secondary school experience. Clinical, counseling and guidance, and personnel experience. Well located now, but will move to promising opening for \$4800 and present rank as associate professor. A 2682
- Religion: Man, 52, married, 2 grown sons. 3 degrees. Teaching experience abroad and in American university. Desires permanent position. Field: comparative religion and kindred subjects. Present rank: full professor. Available summer or fall, 1947. A 2683
- Retailing: Woman, single; M.S. retailing honorary scholastic; assistant buyer department store; supervisor distributive education; outstanding record. Location warm climate Florida, California, Texas, other; not interested minimum salaries. A 2684
- Romance Philology: Man, Ph.D., Phi Beta Kappa, listed in *Who's Who in America*. Experienced full professor. Seeks appointment to institution with congenial academic atmosphere. Experience includes teaching, lecturing and several administrative and editorial positions: service in both World Wars; extensive European travel; publications. Interested in teaching where he may complete work now subsidized by research foundations. A 2685
- Secretarial Studies (Introductory Accounting, Shorthand, Typewriting, Machine Appliances, Theory and Practice) or English: Woman, B.S. in Education, M.A., and five quarters toward Ph.D. Major fields: business, English, education. 12 years' college teaching experience—English and secretarial science. Advanced work in education on the teacher-training level. Organizing and advisory experience. Now director of secretarial science department. Associate professor. Desire permanent secretarial teaching position in a progressive school, but will also consider an English assignment. Available after June 15, 1947. A 2686
- Sociology: Man, mature age, Ph.D. Head of department in a small college; desires better school, possibly graduate work. A 2696
- Sociology: Woman. A.M. and 2-year diploma from accredited school of social work; academic work for Ph.D. completed and major part of thesis finished. Experienced as assistant professor in eastern college. Research experience in

private and government agencies. Special teaching interests: community organization; social aspects of migration. Available for assistant professorship July, 1947 or thereafter. A 2687

Sociology: Man, 25, married. Degrees: A.B., 1944 and M.A. in Sociology from Boston University in 1945. Bilingual (modern Greek). Approximately 3 years in case work with the United Prison Association of Massachusetts. Taught social sciences at General College of Boston University since 1946. Can teach introductory or general sociology, criminology, race relations, social problems or social disorganization, general and social psychology and related subjects. Salary arranged. Prefers New England area. Available September, 1947. A 2700

Sociology and boundary fields to Psychology: Man, Ph.D., experienced, employed in a college, desires better institution. Available on short notice. A 2706

Sociology, Education, Psychology, Social Service: Woman. Ph.D., New York University, 1941; M.A. and Professional Diploma, Columbia University Teachers College, 1937; Graduate N.C.S.S.S., 1940; versatile training. Professional experience in high school, college and university teaching and administrative work. Supervisor in social service. Research, survey and publications. Excellent references. A 2688

Spanish: Native woman. Now instructor in a well-known college. Several years' teaching experience. Excellent recommendations. Desires permanent position in a small college or recognized junior college. Available June, 1947. A 2689

Spanish: Man, 50, widower, 3 children. B.A., M.A. Spanish. Also knowledge of French and Norwegian. Formerly Americanization Secretary, Y.M.C.A. General Secretary, Y.M.C.A., Santiago, Chile, and American city. Director U.S.O. Club, Puerto Rico, 1941-44. Special Y.M.C.A. worker, British Army in Europe, 1944-46. Teaching experience includes part-time teaching in small college and a teachers college. Desires teaching position as this will afford the permanency and stability necessary for family responsibilities. A 2690

Summer Courses: Mathematics, Electrical Engineering, assistant professor in metropolitan engineering college, Ph.D., wants to spend summer in country, teach light schedule in college in beautiful location. West Coast preferred. Available mid-June to mid-September. A 2691

Zoologist (Genetics, Physiology): 21 years' college teaching experience, mostly in western state university. Now located east of Mississippi. Publications. Undergraduate and 3 years of graduate study, all at leading universities. A 2692

Zoology: Woman, Ph.D. 10 years' teaching experience, desires change of position, September. Salary \$3200 or over. Opportunity for research welcome. A 2693

Zoology: Woman, Ph.D. Major zoology, minor physiology. Several years' teaching experience in colleges and a university, including department chairmanship. Have taught several zoological subjects and physiology. Several publications and listed in *Who's Who in American Education* and *Who's Who of American Women*. Member of Sigma Xi and Phi Sigma. Available next September. Minimum salary \$3500. A 2694

Zoology, Biology: Man, 45, married, 2 children. Ph.D., general physiology and genetics. Phi Beta Kappa, Sigma Xi. 20 years' successful college teaching of biology, general zoology, comparative anatomy, genetics, embryology, ornithology and botany. Now located in good position but will consider moving to a better one. A 2701